

SUMMER DIARY

Bernard Barker looks forward to his holiday and reflects on lost ambition Peterborough through rose-tinted spectacles

I am clearing up Aquakir, a Playnobil city in the spare bedroom where Obelisk has struggled all winter to vanquish Darth Vader, a plastic figure with little interest in negotiating rights. Tomorrow we drive south for a country estate near Toulouse, exchanging houses with a French family. My wife is fearful lest Madame Lamisse feels cheated by our executive home, cluttered as it is with Sindy's sauna and Action Man's jeep.

People do take holidays in Peterborough, in Stanground even. Last summer, the caravan club booked the school playground for a relaxing weekend. Unaccustomed to thinking of the Peterborough Road as a holiday resort, I watched with fascination as the campers fetched water or set up deckchairs on the patch of grass near the science block. Like all good hoteliers, we have sent our French visitors carefully chosen photographs and brochures. What with the Nene Valley steam railway, King's college chapel, Longthorpe tower, Rockingham castle and street scenes from Stamford, they should have by now a cheerfully misleading impression of the Orton township.

Marketing of this kind is second nature for headteachers, who need rose-tinted spectacles or selective vision to survive a daily surfeit of reality. Neglecting this obvious psychological truth, fashionable educationists have taken to confessing their failure to "celebrate" achievement. Speakers argue that videos of glamorous teachers, accompanied by voice-over and classical music, can frighten off the civil empire. As an

"outspoken City head" (Peterborough Evening Telegraph's phrase), I am reluctant to share in the guilt or enthusiasm over the videos.

After Stanground's 20th anniversary event, featuring Mary Warnock and a reception for 250, some cynics were looking forward to the 21st and 25th anniversaries. Is he now obsessed with publicity, occupying uneasy territory somewhere between a left-wing Rhodes Boyson and Magnus Pike? This is at least nicer than a few years ago, when I was expected to leave before anyone got to be as old as 25. My comprehensive version of Dr Arnold seems to have yipped.

At a county buffet lunch to welcome candidates for a new education post in Shire Hall ("Head of Operations"), there was more in the same vein. I was speculating whether Cambridge operations would in future be NHS or BUPA, when a lugubrious voice from management development greeted me. "Ah... Do you still write to the press?"

Stung, I replied: "I don't write to the press but for it."

Kenneth Baker's televised visit last October provides another salutary example of how advertising can damage your health. The Secretary of State always carries a slim volume of war poetry in his jacket pocket and soon beguiled everyone by engaging the sixth in learned discussion of Owen and Sassoon. No one noticed his eyebrows rise at the mention of FRACAS (Financial Responsibility and Control at a School Level - an early and appropriate acronym for Local Financial Management). Soon

after, our LFM project director was summoned to Cabinet Office and the rest is history, a photo-opportunity for John Craven's Newsround that became a Whitehall policy.

The election result is unexpected evidence that voters are less susceptible to the soft-sell than politicians believe. Expensive commercials created comforting illusions in Welworth Road but had a negligible effect on the electorate. If Neil and Glenys can't sell the Labour Party, what faith should we place in the video cassette? Does the school's future depend on my wife and me clapping hands by the brick pits or youth club to the tune of the BBC's To Serve Them All Their Days? We might do better to save our energy for the classroom, allowing happy and successful pupils to carry the news home.

Meanwhile, as I dream among the play people, Mozart, helped by the English Chamber Orchestra and Technics speakers, fills the humid days of late summer with flowing cadences of his horn concerto No 4. In the garden below, Chris and Irene dig an earthen fortification between hawthorn and aah, hiding heavy artillery in the leafy shade. What would Dr Marenbon (Trinity College and the Centre for Policy Studies) make of their game? Is this spontaneous play proof that discipline has been "swept away in favour of creativity"? They don't learn Milton by heart at primary school as the doctor would like, but what is the boy shouting as the figure of the evil Emperor boards his craft? Is there not something unconsciously literary about the epic grandeur of the strife? "Saturn, with thoughts inflamed of



Well chuffed: Nene Valley steam railway leads local attractions

highest design, put on swift wings, and towards the gates of Hell explores his solitary flight."

The children haven't read Beowulf either, but here, on the carpet, Asterix snails his Viking longship and I recall the bloodcurdling screams of winter: "He tore him apart in an instant, crunched the body, drank blood from its veins and gulped it down in great bites." I wonder if my children, in their innocence, are closer to the spirit of Milton's cosmos or the Anglo-Saxon warrior than Dr Marenbon with his ill-tempered abuse of liberty.

Probing among the remnants with the whirling Hoover turbo, I look forward to reading on a wooded hillside in the hot sun of Haute-Garonne. Margaret Drabble's Radiant Way promises to be depressing, according to the reviews communicating "a grinding disaffection with the bleak moral landscape of the Thatcherite eighties".

Just now, with a long holiday to come, that is not my mood. Life at Stanground, with or without a video, is wholesome and enjoyable. If not radiant, and I am almost reconciled to lost ambition, Peter Dawson (general

**NEXT WEEK**

The AS controversy  
What do teachers think of the new sixth-form exam?  
Beaters beaten  
Peter Newell celebrates the end of corporal punishment  
Databases  
Jean Sargeant looks at clearing houses on computer  
Last poster Reveille?  
Philip Merridale sets out an agenda for change that the local authorities could take into consultation

Parents will also be interviewed First CTC to start pupil selection tests

by James Melkie

Selection tests for the pioneer city technology college in Solihull, West Midlands, will start in October.

Candidates and at least one parent from each family will face interviews to test children's motivation and the adults' commitment to the ethos of the new school.

The team launching the CTC this week finalized plans for a mail shot to homes in the catchment area, backed up by advertising, to encourage early applications.

The college, which will be set up on the Kingshurst secondary school site, is due to open in September 1988 with 180 pupils. The number will be built up until it is an 11-18 all-ability institution.

CTC organizers are keen to combat criticism that they will cream off bright pupils in the north of Solihull, and parts of Birmingham and say that admissions will be regularly checked by school inspectors.

The college's intake will be decided by January so that local authorities can make arrangements for other children at schools under their control.

College supporters confidently expect more applicants than places at the science and technology-oriented alternative to mainstream schooling.

The Solihull announcement comes a year after the Kenneth Baker unveiled plans for 20 such experiments to a delighted Conservative Party conference. Hanson Trust, which put in £1 million, and Lucas Industries have provided the start-up capital costs for the first CTC while running costs will be paid direct by the Government.

The drive to gear school-leavers more to the needs of industry has also encouraged sponsors in South Yorkshire, Nottingham and Wandsworth, London, although sites have still to be secured.

Labour-controlled Leamington District Council, Teesside, has a site to spare but no cash-backers.

The first principal of the Solihull CTC will be appointed next month. Advertisements for the £28,600-a-year job, which starts in January, have so far attracted 150 applicants, including two public school heads, candidates from industry, and men and women from maintained schools and colleges of further education.

Other key staff will be recruited soon but most of the 16 or 17 teaching staff will not be appointed until the spring. About a dozen teachers and former teachers, including some who have also worked in industry, have already expressed an interest in jobs, the organizers say.

Details of the curriculum have still to be announced. The Jewish charity, the Organization for Rehabilitation Through Training, has been asked to prepare a framework for CTCs to follow.

● The West Midlands Education Alliance, a federation of teachers' and parents' organizations, unions and educational pressure groups, and the regional TUC are urging firms to stick by their local schools rather than concentrate their commitment on the Solihull CTC.



Cover craft: Mr Frank Cohen, a retired upholsterer who worked opposite the Geffrye Museum in London's East End in the 1930s, returned this month to demonstrate his skill as part of a four-week holiday programme based on a temporary exhibition, "Furnishing the World - the East London Furniture Trade 1830-1980".

NOTICEBOARD

No 317 CROSSWORD by Rufus

**PEOPLE**

Dr TERENCE KEEN, vice-principal of Harrogate and West London College, to be director of North Cheshire College, Warrington, in succession to Mr William Buley.

Mr Roy PRYKE, deputy chief education officer for Devon, to be deputy chief education officer and head of operations for Cambridgeshire.

Mr Norman BARTON, deputy director of the Centre for the Study of Comprehensive Schools, to be co-ordinator of in-service education in the Oldham Authority from September. Mr Ian PEARCE, also formerly of the CSS, has taken up his post as co-ordinator of the economic awareness project at the School Curriculum Development Council.

**COURSES**

September 25-27 National Association for Environmental Education annual conference at the Snowdonia National Park Study Centre. Practical activities include mountain leadership, urban studies, coastal work and there will be sessions on Snowdonia, the law, and environmental education and access and trespass. Applications by September 4 to Miss J. Palmer, Maritime Environmental Studies Centre, 225 Bristol Road, Birmingham B5 7UR.

September 25-27 Prisoners past and present organized by Devon Centre for Continuing Education, Dartington Hall, Totnes, with contributions from the governor and education

officer of HM prison Channings Wood. Details from Mary Collins, DCOE, Dartington Hall, Dartington, Totnes TQ9 6EL.

September 26 Make music fun for children for teachers of children aged 3-13, particularly the non-specialist, at South Suffolk teachers' centre, Ipswich. Details from the Eastern Region Course Secretary, the College of Preceptors, Woodland View, Lower Road, Holme Hale, Thirford, Wiltshire SP25 2EL. Please enclose stamped address and envelope at least 22x10 cms.

October 9 and November 3 Career and management development skills for women organized by the Pepperell Unit of the Industrial Society for managers in industry, commerce and the public sector, schools and career staff. Fee £138 plus VAT (£115 members). Details from Fiona McConnach, The Industrial Society, 48 Brynston Square, London W1H 7LN.

October 19-22 Planning resources in colleges for principals and vice-principals of colleges of further and higher education and senior polytechnic staff concerned with planning FE and HE. Details from Mike Fletcher, the Further Education Staff College, Blagdon BS18 6RG.

October 31 Textile education National Association of Teachers of Home Economics in-service course at Derby college of FE on textiles in the continuing curriculum 5-16; vocational aspects of textile education and exploiting textile and yarn. Details from NATHEC, Hamilton House, Mableton Place, London WC1.

September 2-4 Learning from experience through games and simulations organized by the Society for the Advancement of Games and Simulations in Education and Training at Dyrifryn House, South Wales. Details from Danny Saunders, Department of Behavioural and Communication Studies, The Polytechnic of Wales, Pontypridd CF37 1DL.

September 4-6 Logo in education the first European conference on the relationship of Logo to the school curricula at all levels at St Patrick's College, Dublin. Details from Allan Martin, EUROLOG 87, School of Education, University of Leeds, Leeds LS2 3JT.

September 11-13 Politics, management and education British Education Management and Administration Society annual conference at La Sainte Union College, Southampton, with Tim Brighouse and Frances Morrell, for teachers, administrators, advisers, academics and all interested in the management of education. Details from Mr Roy Jones, Area Education Officer, Anglian Towns North, Southampton SO9 4XW.

September 19 Professionalism and the quality of care organized by Bristol Early Childhood Organization in honour of Marianne Perry at Bristol Polytechnic. Speakers include: Lilian Katz, Kathy Sykes, Rosemary Peacock, Barbara Faithfull, Margaret Clarke and Sister Mervin. Details from Mrs Karin Rhodes, Brunel Valley Nursery school, Long Cross, Lawrence Weston, Bristol BS11 0LP.

September 21-22 Urban education and race relations: policies and practices for teachers, social workers, L.A. advisers, psychologists and practitioners involved in urban education and race relations. Details from the Inset Unit, Department of Education, University of Manchester, Manchester M13 9PL.

**EVENTS**

October 3-10 READING, the national sponsored reading event, will take place during Children's Book Week in aid of the Malcolm Sargent Cancer Fund for Children. Details from the Reading Office, Books for Students, Bird Road, Heathcote, Warwick CV34 6TB.

**INFORMATION**

Attachments The Cambridge Institute of Education is offering attachments in a number of areas relating to the in-service education and training of teachers. Attachments are open to senior staff in local authorities, including advisers, co-ordinators of special projects, senior management from schools and educational psychologists. Details from the Cambridge Institute of Education, Shaftesbury Road, Cambridge CB2 2BX.

Artswork The Artswork festival for 14 to 19-year-olds in the South and South-East are available from Sue Ireland and Hilary Durman, the Community Unit, Tavistock Centre, Southampton SO9 5HZ.

Tory condemns school opt-out plan

by Lisa Donaldson

The new Conservative education spokesman on the Association of County Councils has attacked the Government's plans to allow schools to opt out of local authority control.

Mr Paul White, the vice-chairman of Essex County Council, says schools that opt out will be worse off than those that stay under the L.A. umbrella.

Mr White's comments follow speculation that four grammar schools in Southend would choose to apply for grant-maintained status.

Schools opting out "would drive a coach and horses through reorganization plans," he said. It would become increasingly difficult for L.A.s to close or amalgamate schools along the lines suggested by the Department of Education and Science and the Audit Commission.

Mr White has had a private meeting with Mr Kenneth Baker to express his reservations about Government policy. He told the Education Secretary that schools with simply a "temporary dislike of an authority because it is talking about an amalgamation or a closure of a school," should not be allowed to opt out.

Mr White said the opt-out plan was aimed at schools in areas like Brent and Haringey "which are run by weird people". He added that Mr Baker had "virtually said" this was the case.

The ACC is holding a special meeting of member authorities in September to discuss Mr Baker's planned Education Bill.

Teachers who still undertake dinner duties are due for a pleasant surprise. Come September, they will find dining-rooms inhabited by quiet pupils chewing with their mouths shut.

Youngsters requiring the salt will ask politely that it be passed down the table. The words "please" and "thank you" will become commonplace again and, the greatest blessing, a teacher's word will be law.

We have it on the authority of the Revd Ian Gregory, of Newcastle under Lyme, that good manners are back. As founder of the Polite Society he knows more than most about courtesy.

The only worry for Mr Gregory is that adults could subvert the good intentions of the young.

"Children care about these things, but are not on the whole shown much of an example by the way grown-ups behave around them," he explained this week.

The Polite Society recently asked a cross-section of junior school pupils what they considered to be the essence of good manners. The answers put most adults to shame.

For example, how many of us always think of others before ourselves? And when did you last go out of your way to be pleasant to someone whom you thought had no friends?

How many of us can remember what table manners are, let alone making it a rule never to talk when someone else is talking?

"It's would be much better," he mused, "if we all observed simple rules of considerate behaviour."

**THIS WEEK**

ADVERTISING  
HOW TO WORK  
LAWYERS  
COVERS NEWS  
STYLERS  
TALKBACK  
GAMES BOOKS/ARTS  
RESOURCES/MEDIA  
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"It's our world" 22





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## Mr Baker's recipe for FE

Further education is notoriously complicated. Anything as clearly structured as an FE "system" has always eluded the earnest foreign observer. Instead of a system, there is a network of institutions, courses, qualifications and clients, meeting a diverse set of needs and responding to a changing mixture of local and central demands.

The post-war development of FE under the 1944 Act was meant to be governed by a series of development plans drawn up by the local authorities for the Minister's approval. If—and nobody is quite sure—no authorities actually got as far as filing FE development plans, it is quite certain that these were never kept up to date with approved amendments. In 1981, a joint working group set up by the local authorities and the relevant government departments discovered that a lot of what now goes on in FE is "almost certainly" *ultra vires*—activity for which there is no legal basis.

The prospect of a major new Education Bill provides the opportunity to remedy this minor, but still potentially awkward, oversight. This week, the Department of Education and Science has issued (yet) another discussion document (page 6), this time on its proposals for FE.

Dealing with the legal basis of further education is only one part of what Mr Kenneth Baker has in mind. Most of the consultative paper is concerned with strengthening governing bodies for FE colleges, and applying to the colleges an appropriate version of the delegated financial management which is to be given to schools.

Only 400 colleges will remain after the Government has reorganised public sector higher education. These are to have now, beefed-up, governing bodies. The intention is that at least half the governors should be drawn from industry and commerce (usually including the chairperson) with the local authority members making up no more than one-fifth of the board of any college.

The Government sets great store by this. The proposal will stand or fall (like the equivalent proposal for schools) on the emergence of a

powerful cadre of men and women prepared to take on the potentially demanding responsibilities of presiding over these boards. The difficulty up to now has not been to prevent industrialists from falling over themselves in their rush to become governors, but to discover ways of persuading already busy people to take on another chore. Now the size of the chore—at least for those pushed into the chair—is going to be greatly increased. In principle, this proposal deserves to be welcomed, but only on the assumption that the talent and energy required to make a success of this innovation is forthcoming.

Along with stronger governing bodies goes greater financial self-management for each college. Clearly the aim, once again, is to cut out the opportunity for local politicians to use their power in a partisan manner and politicise decisions relating, for instance, to the appointment of senior staff or the placing of advertisements and the purchase of newspapers or periodicals. It is obviously going to be just as necessary to prevent governors from abusing their increased powers. It would be unsatisfactory to replace one potential for corruption with another. Rigorous audit procedures will be needed to monitor how these new powerful boards exercise their authority.

The discussion paper makes it quite clear that the autonomy of governing bodies will have to be exercised within a structure of planning at the local authority and regional level. This will put tight curbs on the free-booting instincts which the Government would, in principle, like to encourage.

The discussion paper does no more than state baldly the need for schemes of delegation which corollaries "extensive financial powers and responsibilities" within a "continuing framework of strategic planning by the L.C.A." Presumably that kind of strategic guidance would affect each college's right to start new courses and appoint the staff to develop them, so the wide powers of vicereine—switching spending from one heading to another—which Mr Baker wants to give governors will be limited in one way or another.

There is nothing in the document which refers directly to tertiary colleges, but presumably they, too, will have to fit into a strategic plan for sixth-form studies. There is no reference to a post-16 equivalent of "open enrolment".

The proposed changes will strengthen the colleges and should help to raise the status of those fortunate enough to recruit good laymen as chairpersons and the entrepreneurial leadership from the professionals which the new age will demand. Some colleges will be encouraged to seek the added autonomy of corporate status—looking after their own property and employing their own staff. The sub-plot must be the crescendo of encouragement to tap private and commercial sources of funding alongside the Manpower Services Commission, and set up "full-cost" courses which are self-supporting or profit-earning. It must be obvious to everyone, that there are—or ought to be—limits to the extent which the commercial tail should wag the educational dog. But the Government believes, rightly, there is some way to go before this becomes a real danger. When it does, the damage will come from over-enthusiastic converts to the market strategy who throw caution to the winds. FE has had its share of buccannery. They are about to come into their own again.

The attempt to communicate with parents is particularly feeble. Here is a grand reform, floated on a sea of rhetoric about parental concerns and parental demand. Mr Baker's deathless prose is winging its way to every known educational acronym in penny packets but very few local parents' groups will get a sight of any of the papers. If they do it will only be because someone made the effort to apply directly to the DES or Honeycutt Lane (what a splendid address) and demand a copy.

Attempts are said to be under way to get the Courts to look at the consultation process and rule that Mr Baker is in breach of his duty by rushing it. After all, judicial review was successfully invoked by parents in Brent when the local authority tried to push through a reorganization scheme with inadequate consultation. But it may be a lot more difficult to lay any such specific legal duty of consultation on Mr Baker in preparation of a new Act. The formal DES position is that people ought to be grateful for any consultation at all, seeing the Secretary of State is perfectly entitled just to go ahead and introduce a new bill. In fact Mr Baker seems to have been taken back by all the fuss. Perhaps he doesn't realize the full meaning of what he's up to. Surely this reform package demands the same kind of publicity effort—full pages in national newspapers—which Mr Baker so happily sanctioned in his fight with the teachers.

## Going through the motions . . .

Funny thing this consultation business. Mr Baker knows this first stage is a charade. Everybody else knows it's a charade. But this doesn't mean there are no rules to the game, even if the time allowed is ridiculously short and all the important decisions of principle have already been taken.

The latest palaver concerns the number of copies of the various discussion documents and



how they have been distributed. How unreasonable can people get? With so little time, you'd have thought it would be enough just to go through the motions. The Department of Education and Science printed a token 7,000 copies of the curriculum discussion paper—assuming, perhaps, that one copy between every four schools was a reasonable ratio, not counting the local administrators, politicians—oh, yes, and of course, the parents. A reprint is on the way apparently, but there is still no suggestion that every school should have a copy or copies of what is, after all, a seminal document for the next era of English education.

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The report itself, which examines the progression of students from last year's courses and from those in the previous pilot year, says that in general they seemed to have qualifications too low for entry into other courses. Many of them would have preferred other studies but found that the CPVE was the only option if they wanted to stay in full-time education, while

Teachers and employers blamed for low status of work-related CPVE

## 17-plus exam threatened with extinction

by Mark Jackson

The Certificate of Pre-Vocational Education, the 17-plus qualification intended to play a key role in broadening the curriculum, is in danger of becoming extinct, chief education officers were warned this week.

The warning came from the "father" of the CPVE, Mr Jack Mansell, director of the Further Education Unit and author of the report which persuaded the Government to make work-related courses the basis of the 17-plus.

In a letter sent out with an FEU report on progression from the CPVE, Mr Mansell warned teachers and employers of treating the certificate as a low-status alternative to the established academic and vocational courses. He alleged:

• The certificate is not being used for the whole ability range.

• Schools and colleges are not offering a full range of courses.

• Employers either disregard the CPVE or equate it to "a clutch of CSEs".

• Student profiles—intended to be an important part of the certificate—are being virtually ignored by employers and college admission tutors.

• Youth Training Scheme managing agents, I.C.A.s, and colleges appear to lack a consistent policy for accrediting the qualification.

The report itself, which examines the progression of students from last year's courses and from those in the previous pilot year, says that in general they seemed to have qualifications too low for entry into other courses. Many of them would have preferred other studies but found that the CPVE was the only option if they wanted to stay in full-time education, while

others were using the programme to resist CSE or GCE, or as a route to a particular vocation.

Many YTS agents and employers had not heard of CPVE or were not clear as to its value and while college admission tutors often asked for CPVE tutor reports, neither they nor employers, YTS managing agents, or careers officers, mentioned the profiles much.

More than a quarter of last year's students got jobs, just under another quarter went into the YTS, and 39 per cent stayed in education. These figures include those who left part way through, and for those who completed the course the proportion staying on rose to more than half.

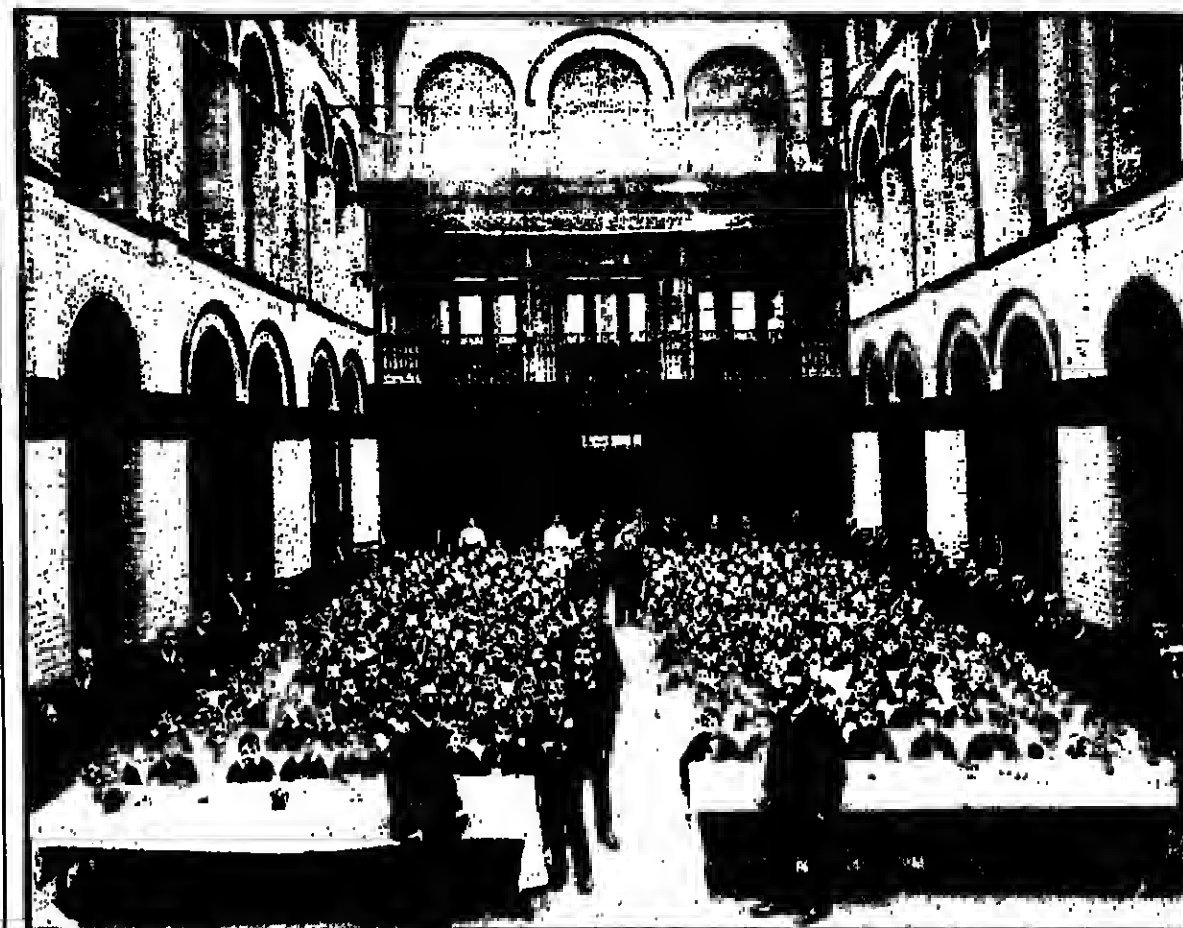
Mr Mansell, who retires at the end of the month, says: "It is incredibly difficult in the UK for any new scheme to achieve status in the examination structure. For the new student, time is too precious and the opportunities too precarious for any long-term increase in status to be useful."

One way of securing its survival, suggests Mr Mansell, would be for the National Council for Vocational Qualifications to accredit the CPVE as a level one award in its new structure. But a senior official on the council said this week that there did not seem to be any way in which this could be done because CPVE did not fit into the new pattern.

"The levels represent specific occupational competencies to a defined standard and the CPVE, by its very nature, does not do that."

The council was considering whether it could give the certificate some kind of recognition other than the status of a full-level award.

## NEWS



Part of the exhibition in the main hall of the Jewish Free School in Whitechapel, east London, at around the turn of the century. The picture is part of the "Willingly to School" exhibition at the Whitechapel Art Gallery until August 30, which tells the story of the JFS.

## Goals queried on task group

by Sue Surkes

Into the difficult area of age-related objectives.

He adds: "Any attempt to express age-related objectives in our present state of knowledge should be recognized as tentative; it should allow for differences between children of the same age; and it should result more often in criteria to be employed than specific performances to be measured."

Mr Norman Thomas says it might prove easier to reach consensus on those aspects of learning broadly concerned with range and coverage than to establish agreement on levels of achievement to be expected of children at certain ages.

"It would be perfectly possible to define a national curriculum for schools in terms that are similar to those used in the DES policy statement, Science 5 to 16, without getting

taking as an example a requirement that by the age of 11 children should have read *The Lion, the Witch and the Wardrobe*, he says: "It is one thing to have read through the book but if more is demanded, further difficulties arise. What counts as understanding or remembering the story? Even more important, perhaps, will reading this book excuse the 11-year-old from reading any other?"

*Age Related Attainment in Education—Objectives, Benchmarks and Milestones* will appear as the first of a series of occasional papers published by the Warwick Seminar on Public Education Policy, Warwick University.

School sociology texts have recently been attacked for their alleged anti-capitalist bias. Professor David Martin examines the debate

## Misunderstood and much abused

Professor David Martin's pamphlet "documents political bias in texts of introductory sociology." According to him they "express and enshrine an irredeemably anti-capitalist mentality." More specifically, these texts neglect or denigrate the free market, profit and competition. They also neglect or denigrate marketing, sales and advertising. When they come to deal with Britain they exaggerate the extent of poverty, inequality and alienation, and they avoid critical analysis of the welfare state.

By comparison, the problems of communist societies are barely touched on. The benefits of equality are exalted over the benefits of freedom. Even "conservative" texts by scholars like Peter Berger and Stephen Coakley have an air of dissatisfaction about them.

This situation, claims Professor Martin, is no small matter. As "the teaching of history recedes, sociology is increasingly the main entrée for young people into an understanding of their own society." Some 50,000 students sit O level sociology and 20,000 take an A level in the subject.

The critic has himself been criticised. This week the *Sunday Times* attacked his pamphlet for its "teaching of the Social Sciences" which is "a

defended what he calls "the artificial articulation of the honourable tradition of critical analysis." Apart from denying that introductory texts exaggerate the extent of inequality in liberal societies and set modest store by democratic and economic freedoms, Mr Martin would hardly rebut.

One is that sociology cannot be everything, and in particular cannot include business studies and economics. Clearly students of sociology ought to know some economics, just as students of economics also ought to know some sociology. Indeed, left-leaning texts ought firmly to teach students to read the *Financial Times* to read the entrails of catastrophe. Many degrees courses in sociology do, in fact, offer courses in economics. But it can hardly be expected at O and A level.

Mr Martin's other point is that sociology runs into rich and dangerous trouble because it takes methodological and philosophical problems about the models we employ to understand the human world and social processes. No other field of study is subjected to such honest probing of its own foundations.

Mr Martin's point is surely correct. The views of men implicitly, if not explicitly, underpin the social sciences. It is a pity that the

largely remain unsubjected to philosophical or political criticism. Hence the false rigour for which they are so widely admired. Moreover, sociology at least ventures into areas which overlap social philosophy and enters upon the limits of liberty and the costs of equality. With David Martin, I accept that much of the discussion has been tedious, but it has at least been entered upon, not set aside.

The main problem of briefing debates down from arcane discussion among specialists is over-simplification. The anti-utopian tradition in sociology involves complexities and mature scepticism not easily conveyed to 16-year-olds, even if the writers of the texts had a mind to convey them. In addition, of course, some teachers easily suppose that a subject which has achieved the status and limiting rigour of economics and psychology is just right for weaker students.

Sociology is despised (or its virtues admired) for its deficiencies. I doubt if many will try to refute Martin's contentions head on. Professor Robert Moore of Aberdeen, for example, may regard some of them as complementary. For when the

"balance" would be achieved at the expense of truth. Sociologists are mostly left of centre and even those who embrace conservatism are a pretty sardonic crew. For them the standard liberal fictions of Marxism: The cordial detest the world of Camden Town Hall, but do not thereby come to admire the cultural world of "accountants and sophists".

Sociologists who are genuinely committed to liberal democracy have too long taken its virtues as real and its superiority as adequately canvassed by established organs of opinion. As a result, these virtues can actually be forgotten and the student can get the impression that the only appropriate response to current social realities is high-minded or Marxist suspicion.

He or she is not sufficiently induced into the ideas of opportunity cost or shown that if you want a command economy you will have to pay the full price for it. Again, sociology students are not frequently enough asked to analyse the costs of, say, progressive education, particularly for the working class and ethnic minorities.

David Martin is in a difficult situation, and so am I. He believes that social understanding is central to a serious education of our world. I

is a governing mode of analysis. We all engage in it, sometimes unwittingly, just as we all write a kind of prose. The attack on sociology as such is mostly ignorant, or malicious, and merely fashionable. Leaving aside those few with a philosophical objection to the very idea of sociology, the teachers of the subject do not know, and would not understand, the degree of self-censorship in the discipline. They entertain simple notions about the unproblematic nature of other disciplines, such as literature, which are quite indefensible.

At least sociologists know what a glasshouse is: having had so much experience of living in one.

\*Bias against Rightists: Anti-Capitalist Inclinations in Modern Sociology. By David Martin. The Educational Research Trust, £4.50.

no comment

\*Macbeth: Write "Is this a dagger" in Modern English. They can help each other.

Instructions set by East Sussex head of English for GCSE English supply teachers.

## Confetti in the classroom

Labour-controlled Bury council plans to allow primary and high schools to be used for wedding receptions.

The plan, which has been backed by the council's equal opportunities committee, should particularly benefit the borough's 4,000 Asians.

"School buildings are suited to the celebration of Muslim weddings where two reception rooms are needed to accommodate the separate needs of men and women," said Ms Lesley Hale, an equal opportunities officer.

She added that a revision of catering policy could also benefit those with special dietary needs.

Mr David Dickinson, the equal opportunities committee chairman, said: "Asian people from Bury go to neighbouring authorities such as Oldham, Rochdale or Bolton to hire the facilities they require. Our schools are open to groups and a wedding is seen as an individual setting at present and is prohibited."

Christians would also benefit and the only cost to the authority would be a caretaker on duty.

Essay contest

London Weekend Television is offering a £500 prize for the best essay on: "How can we improve our schools?"

## Tackle politics—but be balanced, heads told

by Jeremy Sutcliffe

Schools should tackle controversial political issues, he long as this presentation is balanced and unbiased, according to new Government guidelines.

The guidance takes much of the sting out of the controversial clause on political indoctrination, which forbids "the promotion of partisan political views", included in the 1986 Education Act. Some teachers have criticized the clause, claiming it would impede the discussion of politics in the classroom.

But Mr Kenneth Baker seeks to soothe fears in his latest circular. The Education Secretary instructs local

education authorities, governing bodies and heads to ensure that partisan politics are not promoted in schools, and to present opposing views in a balanced way.

"Such a presentation does not necessarily require a statement of all known viewpoints on every issue. But it should help pupils to understand why different sections of society hold opposing and sometimes extreme views on the same issue, and to analyse critically and evaluate their reasons for holding these views."

"Teaching staff should at all times seek to distinguish between fact and opinion, be ready to acknowledge personal bias, make clear that on matters of opinion views other than their own may be legitimately held, and encourage pupils to form their own conclusions on the basis of evidence and reflection and of discussion with others."

"How this is best done for pupils of varying maturity and understanding is a matter of professional judgement by the teachers and calls for the exercise of professional responsibility within the duties imposed by this Act."

The circular also gives notice that parent governors may remain on governing bodies after their children have left the school. The maximum number of governing bodies on which parents may serve is also to be reduced from five to four.

## PROFESSIONAL ASSOCIATION OF TEACHERS



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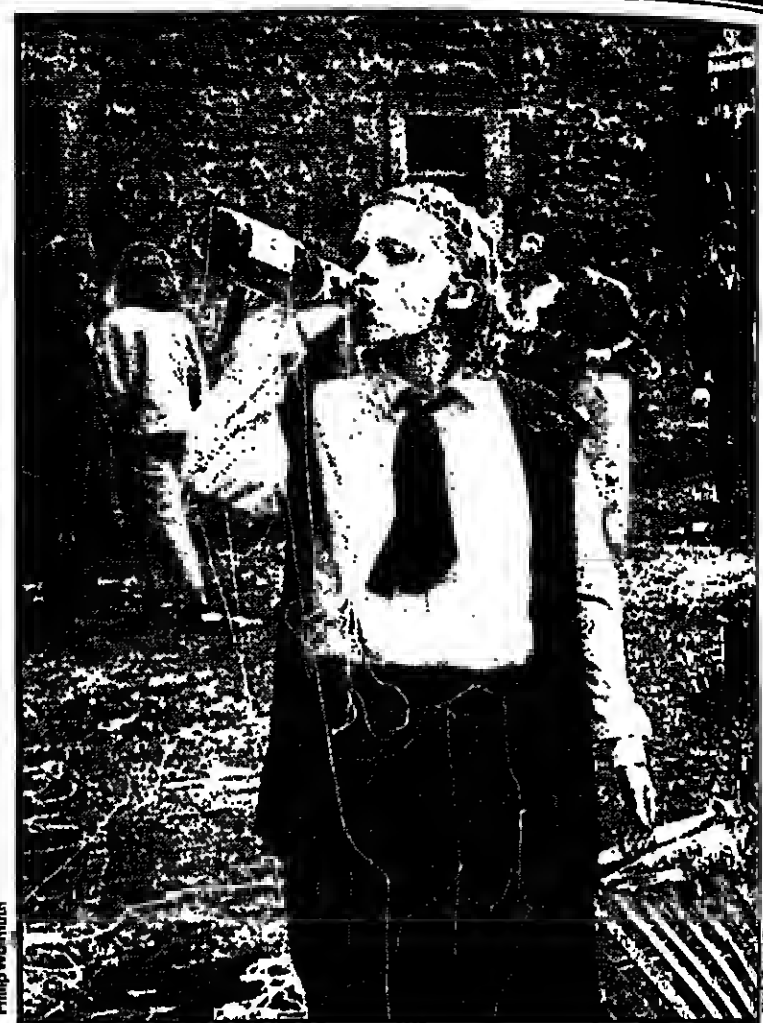












Dressing down: egalitarians have criticized Oxford for perpetuating sartorial conventions and "stupid traditions" that discourage state scholars

## Rebuilding Oxford with red-brick values

The Brideshead factor, which has dogged repeated attempts at democratizing Oxford University's intake since the publication of Evelyn Waugh's wartime novel, may have struck again.

Last summer's post-exam frolics turned to tragedy with the death of a Cabinet Minister's daughter, Olivia Channon. The incident focused media attention on Oxford's smart set, made up of the daughters and sons of the rich, the famous and the titled. Privilege and elitism, once again, reared its unacceptable, if elegant head. What's more, it did so on the television news watched by millions of people. Some see the revivification of Brideshead as an important factor behind Oxford's sudden downturn in applications for entry this autumn (down 6.4 per cent, with applications from state schools slumping by 10.9 per cent).

It is, however, more likely that Oxford has been affected by Cambridge's success in attracting state scholars (applications up 7.7 per cent) through its new and more straightforward admissions procedure.

Is Oxbridge still the preserve of the public school elite? Jeremy Sutcliffe on one college's attempt to shed the gilded youth image

Two years on after Oxford introduced its new entrance procedure (abolishing its "elitist" seventh-term exam, which favoured the better-resourced independent schools, and admitting candidates through UCCA for the first time), there has been no improvement in the numbers entering from state schools.

But intriguingly, at Keble College, which pioneered the new Oxford procedure in the early 1980s, the picture is very different. Sixty-five per cent of its applicants this year came from state schools.

The reasons for this can be traced back to its foundation in 1870. Unlike other Oxford colleges, it was founded with the aid of public subscription by a group of Anglicans and social reformers, primarily as a college for Church of England priests. Unusually, it also had the avowed intent of attracting a less exclusive intake.

It was even set apart symbolically from its fellow colleges by its architecture, being constructed of red brick - which has been much derided - in contrast to the warm Oxford stone of its peers.

Its official guide quotes the poet laureate, Sir Kenneth Clark, as saying, by the 1920s, "it was universally believed in Oxford that Ruskin had built Keble, and that it was the ugliest building in the world".

Clark himself was later to describe Keble as among the finest buildings of its date in England, but the stigma imposed by social snobbery has stuck. For much of this century Keble has recruited heavily from northern grammar schools, in contrast to, for example, Christchurch (the Brideshead model) which still has strong traditional links with Eton.

Its early pioneering of the "higher education for all" principle has been

taken up by its present warden, Christopher Ball, and the college admissions tutor, Philip Capper, who developed the new admissions system.

The result has been to raise Keble's intake from the maintained schools to a two-thirds majority. The question is, why has this not happened in other Oxford colleges?

Undoubtedly, there is institutional resistance to social change in some colleges. While the leadership of Keble has a strong desire to change (Mr Ball, after all, as chairman of the National Advisory Body for public sector higher education has been in the vanguard of the polytechnic movement), other colleges are not so forward.

Danny Whitaker, vice-president of Keble's junior common room (who attended a London comprehensive school), has noted a marked difference between "friendly" Keble and some of

the more exclusive colleges.

"There's still a fair degree of under-representation, both of comprehensive schools and some regions, particularly inner London, Scotland, the north of England and Wales," he said.

He is full of praise for Mr Ball and Capper, whom he describes as "very responsive to new ideas". But he is scathing about some other colleges (though he wouldn't name them). In order to attract more state scholars he believes Oxford needs to rid itself of some of its remaining "stupid traditions". Among these he numbers having to wear gowns for college meals.

Intriguingly, since Keble began the long march towards a more comprehensive intake in the early 1980s, it has also leapt up the league table of Oxford degree results.

This year, it has jumped from 17th to 9th in the Oxford-Norington league table and it is now top of the league in science (last year it was 18th). Clearly, by attracting more students from state schools, Keble has done itself no harm.

## First division league tables

Oxford's Norington Table, and its Cambridge equivalent, Ivy League, produced for *The Times*, provide annual academic performance indicators which are keenly studied by candidates, teachers and dons.

This year's league tables show that once again, single-sex colleges prop up the league, while at Oxford, University College remains top place, and at Cambridge, Queens', has leapt 10 places into top spot.

The more detailed Norington Table shows that, in science, Keble College is number one, while Magdalen is top in the arts. There is no breakdown for arts and sciences at Cambridge.

Many academics are sceptical about the value of the tables but their publication arouses great interest in both towns.

Dr Christopher Pelling, tutor for admissions at Oxford's University College, is a supporter of the system. "We try to pick winners," he explained, "and last year was an extremely active and pleasing one."

The tables are calculated by allocating points for different classes of degree and then expressing results as a percentage of the maximum possible score.

### CAMBRIDGE'S IVY LEAGUE

Position	'87 ('88) College	% of max possible	% First
1	(10) Queens'	83.0	22.8
2	(4) Christ's	81.8	24.1
3	(2) Clare	81.9	20.2
4	(13) Sidney Sussex	80.3	18.8
5	(11) Corpus Christi	79.7	18.9
6	(8) Churchill	79.7	18.9
7	(14) King's	79.6	21.3
8	(12) Trinity	79.5	17.2
9	(1) Trinity Hall	79.4	17.2
10	(9) Emmanuel	78.6	17.2
11	(12) Jesus	77.7	16.8
12	(5) Caius	77.7	14.8
13	(7) Downing	77.6	13.4
14	(16) St John's	76.9	13.9
15	(8) Peterhouse	76.7	11.9
16	(19) St Catharine's	76.1	8.8
17	(22) Newnham	74.2	11.2
18	(15) Fitzwilliam	72.8	10.9
19	(18) Pembroke	72.2	8.1
20	(24) Magdalene	72.2	8.0
21	(21) Selwyn	71.4	20.1
22	(20) Girton	70.2	2.8
23	(23) New Hall	48.1	

Total percentage of firsts: 16.4  
Percentage of upper seconds: 26.6  
Percentage of lower seconds: 5.9  
Percentage of thirds: 5.9

### OXFORD NORINGTON TABLE

1987 Position	College	(1988) Position	Number of Finalists	Degree class	Norington
1	University	(8)	101	23	65.35
2	St John's	(1)	99	22	65.18
3	Christ Church	(10)	121	28	63.84
4	Worcester	(16)	84	16	63.10
5	Wadham	(18)	106	22	62.83
6	Merton	(2)	74	16	62.70
7	Magdalen	(13)	108	21	62.58
8	Jesus	(22)	94	17	62.41
9	Keble	(17)	117	24	61.03
10	Queens'	(23)	96	17	60.24
11	New	(12)	104	19	60.19
12	Exeter	(4)	82	14	60.00
13	Harford	(9)	104	19	59.23
14	Pembroke	(26)	81	14	59.01
15	Corpus C	(3)	98	17	58.82
16	Oriel	(19)	91	14	57.88
17	Balioil	(18)	91	14	57.80
18	Lincoln	(16)	97	10	57.58
19	St Ed Hall	(5)	88	13	56.84
20	Trinity	(11)	86	7	56.67
21	Lady Margaret Hall	(21)	108	12	56.34
22	Brasenose	(7)	99	11	56.16
23	St Cath's	(16)	129	14	54.26
24	Somerville	(29)	99	7	53.74
25	St Hugh's	(28)	100	9	53.00
26	St Hilda's	(27)	103	7	52.35
27	St Anne's	(19)	116	8	52.39
28	St Peter's	(24)	82	6	50.49

Total: 2,864  
Average (%) 16.4  
Percentage of firsts: 16.4  
Percentage of upper seconds: 26.6  
Percentage of lower seconds: 5.9  
Percentage of thirds: 5.9

## How to avoid the stigma of failure

### CURRICULUM

Ian Nash examines the progress made by Sir Keith Joseph's Lower Attaining Pupils Programme. Additional research by Elaine Hines

A boy who had just left school was asked by his former headmaster what he thought of the new school buildings. "It would all be marvellous," he replied, "but it would still be a bloody school."

The famous quotation, which introduced *The Newsmag* Report in 1963, could equally well serve as an introduction to the Further Education Unit's report, *The Dilemmas of Low Attainment*, to be published this summer.

Not only does the new research highlight how pupil disaffection and lack of motivation lead to truancy, it also suggests that the recent initiatives for low attainers have been necessary because schools have ignored two decades of sound advice since Newsom, and that the seeds of long-term discontent are sown in any scheme that has the stigma of failure.

Dr Peter Helly, a lecturer in curriculum studies at the Cambridge Institute of Education, was asked to evaluate Northamptonshire's Lower Attaining Pupils Programme, launched on the initiative of Sir Keith Joseph when he was Education Secretary. He concluded that if a scheme is good for low attainers, it is good for all.

Sir Keith first suggested the programme in 1982 to help the bottom 40 per cent of pupils for whom "public examinations at 16-plus are not designed". Including a proportion of pupils who nevertheless sat and passed through exams.

By 1985, LAPP pilot projects were planned or under way in 17 local education authorities, with a strong emphasis on skills for literacy, numeracy and communication (with Bullock and Cockcroft in mind) and

allowing pupils to negotiate the contents of their school day.

In Sir Keith's view, low attainers needed an "alternative" curriculum, within the same social framework as the rest of the school. It should include work schemes, community projects and pupil profiles.

Superficially, Northamptonshire's submission reflected Sir Keith's agenda in nearly every respect. In his analysis, Dr Holly says, he was also offering a critique of the national initiative.

He found a programme fraught with dilemmas, such as a bias towards life and social skills at the cost of practical subjects. The areas that pupils were in danger of losing out on included ethical or moral experience, laboratory work in science and aesthetic subjects such as music.

Work experience and vocational schemes were constantly in danger of becoming little more than "skills training". Dr Holly concluded that there should be "no training without education".

In general, however, the project remained relatively isolated within the school and had little influence on the predominantly single-subject, examination-orientated curriculum.

The county evaluation team concluded that teachers needed more training to encourage self-assessment skills in pupils and to teach with greater vocational relevance. They needed help in developing individual learning programmes and assessing extra-curricular schemes. It concluded, in a report also published by the FEU, "These needs are not unique to LAPP; many of them apply to various pre-vocational and other programmes."

Mr Jack Mansell, chief executive officer of the FEU, said that almost all the arguments given in the LAPP report apply to the further education sector. "It is an unfortunate fact that many educational initiatives are associated only with lower achievers. They are more often than not identified as resulting in some dilution of 'proper education'. Worthwhile developments do not sufficiently permeate the whole curriculum." Much the same stigma was attached to vocational



From examination to assessment - the education of the less academic

1981 Introduction of single subject GCE O level, designed for top 20 per cent of ability range.

1983 Newsmag Report published - recommended a broadening of the curriculum to accommodate those of average or less than average ability, and the raising of the school-leaving age to 16.

1985 Introduction of CSE for those pupils "whose ability covered the range from just below the average... to that capable of achieving a pass at O level". Assessment at work during the course a distinctive feature of the examination.

1972 Raising of the school-leaving age to 16.

1982 Announcement of LAPP by Sir Keith Joseph. Designed to encourage curriculum development programmes for low attainers, including expansion of work experience and pre-vocational training similar to that of the TVET.

1983 Launch of Records of Achievement Initiative - designed to offer all school-leavers "a certificate which is recognized and valued by employers and institutions at FE", which should "give credit for hard work, regardless of a pupil's ability".

1984 *Newsmag Report, Improving Secondary Schools*, published. Recommended restructuring of the final two years of compulsory schooling on a course-unit basis. At the end of each unit all pupils would be offered "a clear and tangible assessment of their performance". For some pupils, these units would overlap with external examinations.

al preparation, particularly the Certificate of Pre-Vocational Education, he said.

Sir Keith argued that there was a tendency to organize schools around the needs of the more successful academic pupils, while failing to cater for the less able. However, the answer was not to offer them an impoverished curriculum, he said.

Professors presented another dilemma. When Sir Keith called for them to

be a part of the LAPP programme, it was in the days before GCSE and it was questioned whether a system designed for the less academic could be applied to all.

There was also conflict between central and local government. Northants offered a locally co-ordinated programme within a centrally agreed structure. Throughout the programme there has been the question: "Will the teachers go along with it?"

While Dr Holly carried out his theoretical analysis, the I.C.A. was assessing the scheme in practice. It found that almost all staff connected with the project felt pupils achieved more than was initially expected.

They benefited in terms of self-confidence and their attitude towards adults, school and learning in general. Attendance rates improved by 6 per cent in the first year of the project and both truancy and school exclusion rates fell.

Teachers not involved in the scheme were pleased to see something done for the lower attainers and reported a better general atmosphere in school.

Similar warnings were given in a national survey of the LAPP scheme by Her Majesty's Inspectorate last year. It concluded that many able children lost out on exciting educational developments because they were dismissed as part of a programme for the less able.

This led to a stagnation of developments within the scheme and HMI noted that many schools dwelt on literacy and numeracy to the detriment of music, art and drama.

Many pupils became more articulate through their work within the community. The generally low standards in literacy and numeracy were therefore "all the more disappointing", said HMI.

Dr Holly warns that "schools might be tempted to identify a small number of pupils at the end of the third year and place them on a special course which might effectively remove them from the options system for most subjects".

If the LAPP scheme - which many I.C.A.s will be offering to all schools by 1988 - is to succeed, it must cut across all subject boundaries and recognize that all pupils may need its support at one time or another. "Disadvantaged" was not a fixed "once and for all" label, Dr Holly says.

The bulk of evidence supports his conclusion that national initiatives should eventually influence the curriculum "for all pupils".

*The Dilemmas of Low Attainment*, FEU, Elizabeth House, York Road, London SE1 7PH.

## Potentially expensive half measures

### EXAMINATIONS

Next month the AS level will take its place in the curriculum. Jeremy Sutcliffe discovers what teachers think of it

The merits for the new AS (Advanced Supplementary) level, due to be introduced into the school curriculum from next September, are far from good. Like the GCSE it will need an infusion of extra resources but, unlike the GCSE, there are strong reservations about its educational merits.

Many teachers have a strong feeling of déjà vu: they have seen earlier attempts to broaden the 16 to 19 curriculum come and go over a decade or more.

There was a clear "we'll believe it when we see it" attitude among sixth-form teachers at a recent AS level conference in Runcorn, Cheshire.



Short cut: to many cases A level courses have simply been chopped down the middle

college) had a far more positive response to the changes. However, Mr Baker should be warned: much of it was positively on the wrong side of the Education Secretary will have to work hard if he is to gain acceptance of the new exam, which will be equivalent to half an A level.

Mr Baker has said he wants 95 per cent of schools to offer at least two AS levels by 1990. He also hopes to see most sixth-formers leaving at 18 with at least one AS level in addition to A levels.

Few teachers at the Runcorn conference believed this target would be achieved. Their scepticism is based on serious educational reservations, serious suspicion that university admission tutors will refuse to accept AS levels, and doubts about funding.

No one appeared to dispute the desirability of what the AS level was devised to achieve - a broadening of the sixth-form students' knowledge. The argument that pupils need breadth as well as depth of knowledge is well established.

approach: it seems most will wait to see how others fare before offering one or two AS levels - and they may well be in the "soft" subjects, like art and general studies.

Cost could be the reason for the limited offering. If GCSE was expensive to introduce, the widespread introduction of the AS level will, say the Runcorn delegates, be infinitely more expensive as it will involve a substantial number of extra classes. After all, they argue, if breadth and not depth is to be taught, they will not be able to sit in on A level classes the whole time.

Most teachers seem to want something akin to the international baccalaureate, enabling greater breadth and choice of subjects. One summed up many of his colleagues' attitude to AS: "It's the cheap answer to the idea of breadth, and it won't work."

The introduction of AS presents a conundrum. Teachers are wary about how universities will react. Meanwhile, the exam boards (who have to make a profit in the brave new world of Thatcherism) will only offer a limited number of options because they don't know how their customers - the teachers - will take it.

"We are not sure what the demand for AS levels is going to be. We are completely dependent on the entries we get from schools and colleges and there's a limit to the amount of loss leaders we can stand," says Mr Garoth Gregory of the Joint Matriculation Board.

Ironically, it may be the university admissions tutors who will be pushing hardest for AS levels. As one delegate at Runcorn put it: "Universities are finally waking up to the fact that the demographic curve means there's not going to be a ready supply of 18-year-olds to fill their courses. In the end, they will have to respond to the market, and that means they will have to accept AS."







## FEATURES

**Mike Kiv**

I put it to the test with two groups of GCSE fourth-years. "This morning you are going to talk for 15 minutes,"

\_\_\_\_\_

PAUSE



In addition to this range of experience that only supply teaching can provide, women who have brought up their own families have a unique insight into the role of parents, invaluable to a teacher.

Catherine Thorne is a primary school

**yawns and clichés**

---

ball way through his leaving certificate course, and which way now?

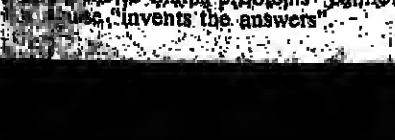
***'I don't want a job  
if the best part  
about it is not***

Don't say, "So leave", because that's an option that is open to few. And I suppose I'm more concerned with advice you'd give than with advice we wish we had taken. Though it's a point knowing what you do now, would you choose teaching if you had your time again? And if you

Ext'n 221

## John Bishop

ment. "Occasionally," "at times," "sometimes," as "half" (construing "gle") which equals "does", while "oc-



10-10-68

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## FEATURES

## The long path to abolition

- 1669 "Children's Petition" presented to Parliament, describes sufferings of 17th-century schoolchildren "of that nature as to make our schools to be not merely houses of correction but of prostitution. In this vile way of castigating in use, wherein our secret parts, which are by nature shameful, and not to be uncovered, must be the anvil exposed to the innumerable eyes and filthy blows of the smiter."
- 1698 Revised version of Petition published, aiming to persuade MPs to sponsor bill to control use of corporal punishment.
- 1783 Poland abolishes school beating (NB: Greece, Italy, Iceland and Luxembourg have never permitted school corporal punishment).
- 1820s Netherlands abolishes.
- 1861 Clarendon Commission's report on nine public schools says: "Corporal punishment has... greatly diminished".
- 1867 Belgium abolishes.
- 1870 Austria abolishes.
- 1878 Two women members of the London School Board attempt unsuccessfully to abolish beating of girls and infants in Board schools.
- 1881 France abolishes.
- 1889 London schoolboys strike: one of four demands is an end to flogging.
- 1890s Finland abolishes.
- 1905 Society for the Reform of School Discipline asks London County Council Education Committee to abolish flogging in the army is banned.
- 1906 Soviet Union abolishes.
- 1917 Turkey abolishes.
- 1923 A sub-area of one local education authority bans corporal punishment for 18 months after a teacher loses his temper and injures a pupil; re-introduced after protests from teachers, police and parents.
- 1936 Norway abolishes.
- 1937 Joint National Union of Teachers/Association of Education Committees memorandum to Board of Education says: "Corporal punishment is rapidly disappearing from public elementary schools".
- 1938 Ministry of Education asks teacher organizations what they feel about a change in the law - universal response is "no change".
- 1945 Committee Against Corporal Punishment in Schools is formed with 50 MP supporters.
- 1947 Peter Freeman MP raises abolition in Parliament; minister responds that National Foundation for Educational Research is to look into effect of rewards and punishments in schools.
- 1948 Birchings as judicial punishment is abolished in UK (remains in Isle of Man); Rumania abolishes.
- 1950s Portugal abolishes.
- 1952 NFER publish report: researchers had found just 13 schools operating without corporal punishment. Survey of teacher opinion showed 89.2 per cent agreeing that corporal punishment should be retained as a last resort. 77.8 per cent "strongly in favour" and just 3.5 per cent proposing it should be made illegal. Minister Florence Horsburgh declines to act.
- 1956 Ministry administrative memorandum insists that state schools must keep a punishment book.
- 1957 Flogging in navy is abolished.
- 1958 Sweden abolishes.
- 1960 Report of Advisory Council on Treatment of Offenders, *Corporal Punishment*, advises strongly against its use in prisons.
- 1963 Newson Report *Half Our Future* states: "We share the disquiet of those heads who feel that corporal punishment is likely to delay rather than to promote the growth of self-discipline and that it is humiliating to staff and pupils".
- 1964 NUT in memorandum to Plowden Council (inquiring into primary education) argues for "the retention of the right of the teacher to decide on the use of corporal punishment".
- 1966 Survey of teacher opinion carried out for Plowden Council shows 88.3 per cent still favouring corporal punishment "as a last resort".
- 1967 Cyprus, Denmark and Spain abolish corporal punishment in prisons and borstals is abolished. Plowden Report *Children and the Primary Schools* recommends abolishing physical punishment in state and independent schools.



## The beaters beaten

From tomorrow, one of the hardest-won reforms in British education takes effect: the abolition of corporal punishment in all state-supported education in England, Wales, Scotland and Northern Ireland.

Just over a year ago, MPs in the House of Commons voted by a majority of one for abolition after a three-and-a-half-hour debate and against the advice of education ministers, including the Secretary of State, Mr Kenneth Baker. But parliamentary initiatives to ban school beating have a very long history. In 1669, a petition was presented to Parliament by a "lively boy" on behalf of schoolchildren to protest at "... the severities of school discipline of this nation".

Our continuing national enthusiasm for beating schoolchildren over the past three centuries has not been the least embarrassing of our colonial legacies: the United States, Australia, New Zealand and South Africa remain the most prominent world retentionists. Poland became the first country on record to abolish corporal punishment in 1783. Elie's decision to ban it in 1982 left the UK alone in Europe.

The campaign to end school beating in this country began to gather momentum with the public launch of the Society of Teachers Opposed to Physical Punishment (STOPP) in 1968. STOPP must take the credit for keeping the issue in the public eye over the past two decades. The society has founded the inevitable handful of fanatics who have found a haven for their perversion in our schools. It has exposed the dishonesty of those who have pretended that corporal punishment was used only as a "last resort", that it was "dying out". Of its own accord, STOPP's analysis of published punishment book figures revealed an estimated total of a quarter of a million school beatings a year in England alone in the 1980s.

The society gradually embarrassed educational organizations and, eventually, even the teacher unions into adopting an abolitionist stance. (It was undoubtedly the unions' force and eloquent defence of the right to beat schoolchildren which prevented previous governments from removing it.) And it was STOPP which led the detailed parliamentary lobbying which culminated in the one-vote Commons victory (Mrs Thatcher's evening out with Nancy Reagan on the night of the vote helped too).

"We believe that the kind of relationship which ought to exist between teacher and child cannot be built up in an atmosphere in which the infliction of physical pain is regarded as a normal sanction. Revisions of beatings at Court Lees approved school led to inquiry and abolishing of the rate of use of the cane in approved schools. Secretary of State Patrick Gordon Walker says corporal punishment should disappear from schools; earlier attempting to ban in special schools withdrawn under pressure; on teacher unions; Cynffwrdd Education Authority abolished

to ban cane in primary schools for experimental period; opposition from local branches of NUT and National Association of Head Teachers leads to re-introduction within two months. September 19: public launch of the Society of Teachers Opposed to Physical Punishment. Plans to abolish corporal punishment in approved schools dropped. National Union of School Students and other pupil organizations hold protest marches, an end to caning is one of demands. Labour Party declares support for abolition. Education Commis-

## Corporal punishment is banned in state schools from tomorrow. Peter Newell of STOPP celebrates a hard won victory

There have been other milestones: the Newson and Plowden Reports' opposition to corporal punishment in the Sixties (Lady Plowden later became STOPP's patron); the first local education authority bans in the Seventies (the Inner London Education Authority was the first to abolish in its primary schools in 1973, and Haringey became the first to abolish in all the schools it controlled in 1979).

In 1976 two Scottish mothers, Mrs Grace Campbell and Mrs Jane Cosans, and their sons, started the long process which led to the European Court of Human Rights in Strasbourg insisting that UK parents' objections to school beating must be respected. The judgment was delivered on February 25, 1982. From that date, abolition seemed inevitable, if only to fulfil the UK's international treaty obligations embodied in European human rights machinery.

But the Government adopted a minimalist approach, wasting millions of pounds of public money defending a succession of other cases at Strasbourg, and wasting months of civil servants' and parliamentarians' time on attempts to draft and push through absurd legislation that would satisfy the Human Rights Convention without actually abolishing corporal punishment. The House of Lords, alerted and lobbied by STOPP and the Children's Legal Centre, must take the credit for exposing and rejecting these shabby compromises.

It has been a campaign with many martyrs; heads sacked for beating the cane; teachers sacked for revealing punishment book statistics;

parents pilloried, and even losing their children to local authority care, because they refused to allow them to be beaten in school.

But the real martyrs in their millions are those children and young people who have been forced to endure the sordid reality and the pain, whose educational experience has been scarred by institutionalized institutional violence on a massive scale.

Outside schools, children in the UK still remain the only members of society not equally protected from all forms of physical assault. Parents and those having "lawful control or charge" of children are still allowed to administer "moderate and reasonable" physical punishment with impunity (extreme forms of physical punishment can of course constitute a criminal offence). Four Scandinavian countries - Sweden, Denmark, Finland and, most recently, Norway - have introduced laws which ban parental physical punishment and other humiliating and degrading treatment of children.

In Sweden, where school corporal punishment was abolished in 1958, opinion polls have shown a remarkable change in parental attitudes to child-rearing: between 1963 and 1981, the number of parents who believe that children should be raised without corporal punishment doubled from 35 per cent to 71 per cent; numbers of parents stating that "corporal punishment is sometimes necessary" reduced over the same period from 33 per cent to 20 per cent.

In the UK in 1981, the government-appointed Children's Committee recommended just before it was axed that we "should embark on a progressive programme, governed by a specific timescale, to eliminate the use of corporal punishment on children and young people"; the Committee was referring to all contexts including the home.

Tomorrow marks a giant step towards the fulfilment of that recommendation.

Peter Newell works at the Children's Legal Centre and is Hon Treasurer of the Society of Teachers Opposed to Physical Punishment. STOPP will be actively monitoring the implementation of abolition over the next year. (STOPP, 13 Victoria Park Square, London E2 9PB, 01 980 8323).

tee of Inner London Teachers' Association passes resolution supporting abolition in primary schools. Inner London Education Authority leader Ashley Bramall announces intention to abolish in primary schools; launches consultation. ILEA announces primary school ban will take effect January 1973.

Second Reading of Baroness Wootton's Protection of Minors Bill, to abolish corporal punishment, defeated in House of Lords by 67 votes to 51.

National Children's Day set for 1974. National Children's Day set for 1974. National Children's Day set for 1974.

## WHAT THE LAW SAYS...

Sections 47 and 48 of the Education (No 2) Act 1986 come into effect tomorrow. Teachers and others who have control or charge of children and young people in school will now have no defence against a civil action for assault if they use physical punishment (defined as anything which would constitute a battery, and so including smacking, slapping, pulling hair, throwing chalk etc; physical force may be used to avert immediate danger to people or property). The law stops short of making school physical punishment a criminal offence; punishment which is not "moderate and reasonable" already renders teachers and others liable to criminal proceedings.

All pupils in state-supported education are protected by the ban. The only ones unprotected are those at independent schools whose fees are paid fully by their parents.

The Department of Health and Social Security has announced in a series of parliamentary answers that physical punishment is to be banned in all the various categories of residential homes which include children and young people.

1958 shows that 80 per cent of them aged 16 are in schools where corporal punishment is still used. Local authority survey in Edinburgh during two terms in 1973/4 shows over 10,000 instances of use of the "tawse" (leather strap) on only 70,000 pupils.

1976 Dennis Canavan MP introduces abolitionist private member's bill in Commons; defeated by 180 votes to 120. Mrs Grace Campbell and Mrs Jane Cosans apply to European Commission of Human Rights in Strasbourg, alleging that the UK is in breach of European Human Rights Convention because of the use of corporal punishment in schools, and the lack of respect for parents' objections to it.

1977 Department of Education (with Shirley Williams as Secretary of State) issues consultative letter on use of corporal punishment and organizes meetings; teacher unions refuse to attend same meeting as STOPP and National Union of School Students.

1978 Trades Union Congress announces opposition to corporal punishment "in principle". European Court rules that judicial birching on the Isle of Man breaches Article 3 of the European Convention which outlaws "inhuman and degrading treatment or punishment".

1979 STOPP appoints first paid worker - a full-time Education Secretary. Haringey London Borough becomes first l.e.a. to abolish corporal punishment in all schools it controls. Buckinghamshire celebrates International Year of the Child by re-introducing corporal punishment for infants. Sweden bans parental physical punishment and other humiliating treatment of children as part of civil law code.

1980 Liberal Party Council calls for immediate abolition. Labour Party conference votes for abolition.

1981 Labour Party National Executive calls on all Labour-controlled l.e.s to abolish corporal punishment. STOPP appoints Research Co-ordinator to join Education Secretary. Children's Committee publishes report recommending to the government: "The UK should embark on a progressive programme, governed by a specific timescale, to eliminate the use of corporal punishment on children and young people". STOPP publishes *A Quarter of a Million Beatings* - an estimate of the annual total of recorded beatings in England alone, based on analysis of punishment books collected by 10 l.e.s.

1982 February 25: European Court finds UK guilty of breaching European Convention by not respecting parental objections to corporal punishment. In case brought by Grace Campbell and Jane Cosans in 1976. In another case declared admissible by European Commission of Human Rights in 1977, Department of Education agrees as part of "friendly settlement" to advise all l.e.s that "the

use of corporal punishment may in certain circumstances amount to treatment contrary to Article 3". NUT conference overwhelmingly passes resolution declaring opposition to corporal punishment in schools. George Younger, Secretary of State for Scotland, calls on Scottish l.e.s to set themselves realistic target dates - perhaps by end of 1983/84 session at latest - for completing abolition. Circular from Church of England General Synod Board of Education calls on all Anglican schools to "phase out and ultimately abolish the practice". Elie abolishes, leaving UK as only European country to retain school beating.

1983

European Commission declares another case concerning school beating admissible. National Association of Head Teachers, Secondary Heads Association, Ulster Teachers' Union and National Association of Welsh Teachers all adopt abolitionist policies. Catholic Education Council calls on schools to phase out corporal punishment. SDP's policy-making body votes for corporal punishment to be phased out over five years. DES issues consultative paper *Corporal Punishment in Schools* on how to implement the European Court judgment; proposes parental "opt-out" scheme. STOPP publishes *Once Every Nineteen Seconds* - the society's "conservative estimate" of the frequency of school beatings in England and Wales - based on punishment book statistics from 27 l.e.s. Finland passes Child Custody and Rights of Access Act, making parental corporal punishment illegal.

1984 STOPP survey of school prospectuses in 60 "beating" l.e.s reveals 94 per cent of boys' secondary schools retain corporal punishment - 81 per cent of all secondary schools. Steven and Christopher Jarman, aged 15 and 14, are taken into care following prosecution of their mother for school non-attendance; they had been suspended from a Mid-Glamorgan school because, following a caning given to Christopher, their

mother refused to withdraw a written statement declaring her opposition to corporal punishment. January: Education (Corporal Punishment) Bill is presented to Commons - to give parents a right to opt their children out of school beating. Ridiculed by education organizations, teacher unions and others as "unworkable", "unjust", "a dotty bill" etc.

July 4: House of Lords votes by 108 votes to 104 to turn Education (Corporal Punishment) Bill into an abolitionist measure. Government withdraws Bill.

1986 Government presents major new Education Bill to House of Lords - no mention of corporal punishment.

April 17: Amendment to abolish corporal punishment moved with all-party support in Lords, succeeded by majority of two - 94 votes to 92.

June 10: At Second Reading of the Bill in the Commons, Secretary of State Kenneth Baker says that the Government will allow a free vote on the school beating issue - he himself will be voting for retention. Total of l.e.s who have abolished is 34 out of total of 116 in England, Wales and Scotland; further seven have set date for abolition.

July 22: MPs vote for abolition by 231 votes to 230. 37 Tory MPs including eight ministers join Labour and Alliance members in supporting abolition.

August 15: Abolition takes effect.

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## BOOKS

## The thoughtless computer

The Cult of Information. By Theodore Roszak.  
Lutterworth Press £12.95. 0 7188 2674 4.

"Information", Theodore Roszak tells us, is "whatever may be coded for transmission through a channel that connects a source with a receiver regardless of semantic content." The term's generality has its price: the meaning of things communicated comes to be levelled, and so too the value.

Roszak compares the step-by-step procedural manner of "thinking" objectified in a computer program, and the rapid, intuitive, flash of insight characteristic of the human mind, discounting the idea that the computer's ability to retain virtually limitless amounts of data makes it somehow superior. Procedural tasks, eg baking a cake, may be programmed, but this is not the way people in the world operate. Even mathematics at its highest levels has more to do with instruction and creativity than "procedure".

In all of these the computer model of thought distorts their fundamental nature as creative, intuitive processes. "Computers 'think' procedurally because it is the best they can do." The mind, on the other hand, thinks with ideas. Such master ideas as "All men are created equal" are based on no information whatever. In recalling Fritz Machlup's distinction between information and knowledge ("Information is acquired by being told, whereas knowledge can be acquired by thinking") Roszak makes the point that new knowledge can be acquired without new information being received. Ideas create information, not the other way around.

Nevertheless, school systems the world over have swallowed the "computer mind" analogy unthinkingly. "Procedural thinking arrives on board an expensive piece of equipment that has been aggressively merchandised to the schools as a panacea. The teachers who offer computer instruction have similarly been expensively trained. The financial investment alone

guarantees computer literacy will be given plenty of emphasis over as much educational ground as possible. In addition, there is an air of urgency surrounding the machine; the public believes the computer is associated with a skill the children must be taught for their employability. The fact is, careers in computer technology will be for the high achieving few. For the many, the five most available jobs in the information economy will be employment as janitors, nurse's aides, sales clerks, cashiers, and waiters.

The computer industry's generosity in providing schools and universities with its products at reduced prices or even free of charge, in order that we may learn "computer literacy", is well advertised. But, in fact, "each new generation of computers requires... less 'literacy' of users, in the same way that advances in automotive engineering have made driving a car easier". Furthermore, educationists disagree on whether the schools are to teach about computers, or through computers, or by way of computers. The situation recalls Joseph Weizenbaum's description of the computer as "a solution in search of problems". Further, only about 2 per cent of educational software currently available is of any value.

In one of the book's most persuasive sections Roszak points out that libraries are potentially the best place for information dissemination, including that offered by computer data bases. But free public access to data bases is counter to the mass marketing of microcomputers. "In its democratic outreach, the library contacts a clientele that may include the genuinely poor, whom the data merchants do not regard as any sort of market at all. Significantly, the computer industry has given its product away as free samples in the schools in order to seed its market, but never to the libraries."

For students, the only truly useful computer study, learning how to retrieve facts from these data bases, is premature (and highly expensive) before college. Meanwhile, in its use as an aid to teaching the standard curriculum, the machine has less information to offer than a textbook or workbook. The data merchants argue that the computer frees teachers from repetitive rote teaching, but, the author notes, what computers may be freeing

most teachers for is joblessness. "Whenever the little stick froggy does its dance, there is a would-be teacher somewhere who does without a paycheck."

Roszak also treats such matters as the dangerous dependency of industry and commerce on computers, the malaise of "data glut", and the supposed "war games" use of computer simulated nuclear build-up. Today, throughout the world, computers are consistently used to subvert democratic values, through citizen surveillance, the constant monitoring of polls to sway political decisions to the point where more and more what everyone is responding to is the polling itself. The polls are measuring the polls, and war-mongering, where the possibility of computers launching nuclear annihilation without any human intervention becomes stronger every day.

For educationists the computer may be "a powerful teaching tool, a smart machine that brings with it certain deep assumptions about the nature of mentality. Embodied in the machine there is an idea of what the mind is and how it works. The idea is there because scientists who purport to understand cognition and intelligence have put it there. No other teaching tool has ever brought intellectual luggage of so consequential a kind with it. A conception of mind - even if it is no better than a caricature - easily carries over into a prescription for character and value. When we grant anyone the power to teach us how to think, we may also be granting them the chance to teach us what to think. Computers... will provide no cure for ills that are social and political in nature."

What the young need most, Roszak concludes, is "an education which will equip them to ask hard, clinical questions: Why is the world like this? Who made it that way? How might it be? These are subjects that, properly taught, help people answer their questions. They are called social sciences, history, philosophy. All are grounded in the sort of plain, old-fashioned literacy that gives inquiring minds access to books, to ideas, to solid insights and social vision. The facts and ideas contained in this book may be ignored all at once, but

Philip Davies Roberts

The Quantum Universe, by Tony Hey and Patrick Walters. Is a popular and non-mathematical account of quantum physics. (Cambridge University Press £27.50 and £9.95).

This chilling picture shows the results of a nuclear explosion. The picture is a black and white photograph of a nuclear explosion, showing a large, dark, mushroom-shaped cloud rising from the ground.

Emotional convergence in a Welsh cottage enables Alice Thomas Ellis's protagonist in *Unexplained Laughter* (Penguin £2.95) to parade the author's bitter-sweet wit and impeccable control of language to an effect that should (in 1985) have taken every literary prize going.

Less poetic and more a guide than Durrell's *Bitter Lemons*, Colin Thubron's *Journey into Cyprus* (Penguin £3.95) still bears comparison with that writer's beautiful, non-fiction. Published 10 years earlier than his brilliant *Among the Ruins* (1985) it shows a splendid consistency and memorability of style to life the Cypriot's just before their island was torn in two. Not only travel, but living history.

Oddball sociology set in North London and strongly reminiscent of metropolitan Hamilton's seedier jumping well Cracks (Virago £3.95) promises well but ends with a commercial boy band more for Pet Shop Boys than Beat Street - or the *Rocky Horror Show*. However, no picture of so different a 20th-century London in all its horror, complete without this tale of a gentle, blasé and heartless angel.

Barry Cole

## Eloquent assessment

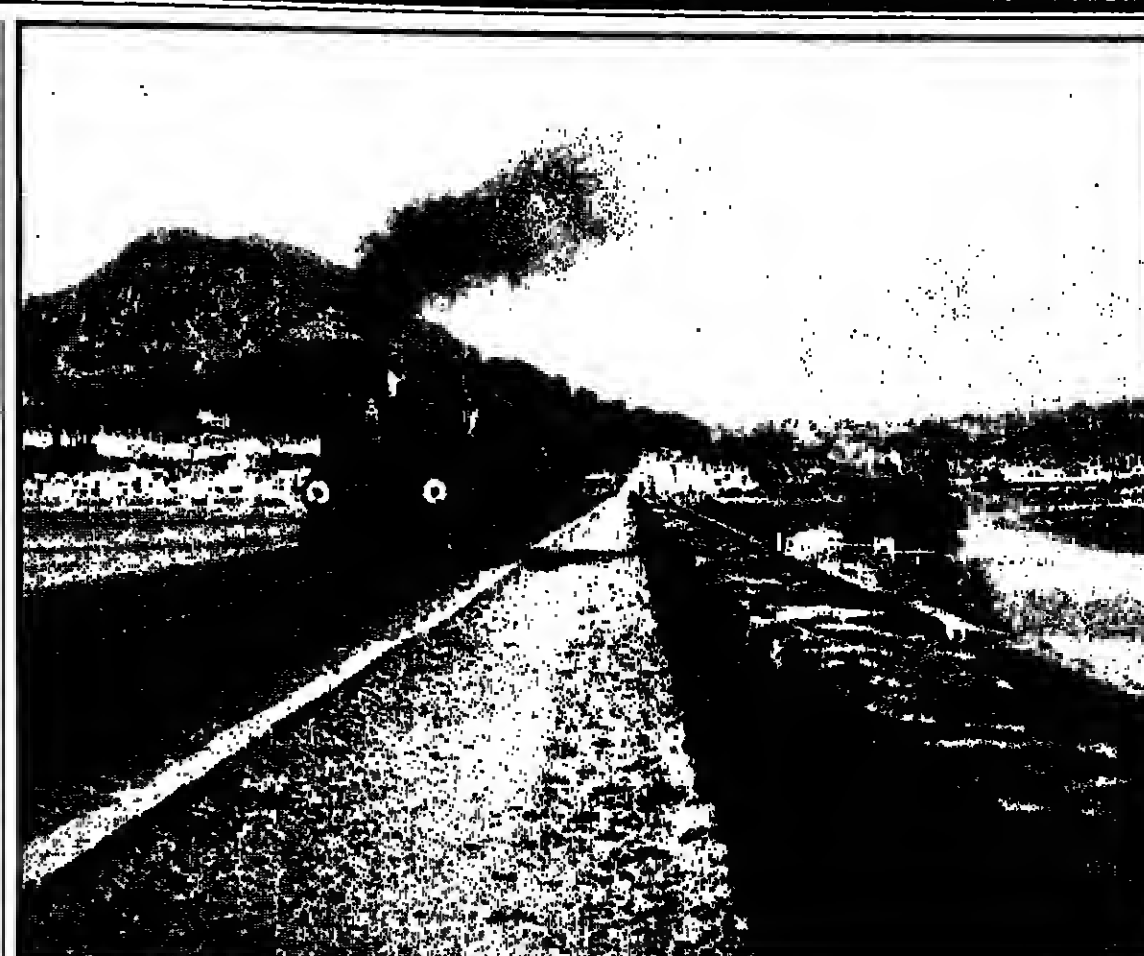
Teachers and Texts: A Political Economy of Class and Gender Relations in Education. By Michael W Apple. Routledge and Kegan Paul £12.95. 0 7102 0774 3.

The Learning Society Ravished. By Torsten Hagen. Routledge Press £10.95. 0 08 034037 7.

Those who sympathise with the ideal of a "learning society" will find this book a most welcome addition to their bookshelves. It is a collection of essays, scholarly papers and lectures from 1962-83, showing an impressive grasp of educational affairs combined with an enviable clarity of style. For an elegant, integral account of the changing educational scene in Europe and America in the middle decades of this century, one could hardly do better.

Laurence Alster

## ARTS



The Pffistling Railway on Portmadoc Causeway

## Welsh Wales

Robin Buss reports from the Eisteddfod

second homes. I stayed in a bed-and-breakfast run by a couple who retired here 14 months ago from Cheshire for the sake of the scenery and the setting. They have not been to the Eisteddfod and don't speak Welsh, but everybody is very friendly and when they join a conversation, it switches to English. Perhaps, in the winter, they may have a goat at "the Welsh", but it is clearly not a priority. There is little work in Gwynedd and plenty of houses AR WERTH/FOR SALE: the notices carry a bilingual message, the buyers speak mainly English. No wonder the Language Society is campaigning hard on this issue.

For now, the Eisteddfod reconciles

generations and factions, from the young militants to the retired secondary-school teacher of Welsh and music who told me that she comes every year, with her week's tickets, to listen to the choir and to meet friends: "they say it's easier to bring two people together than two mountains." Walking around the field, on the duck-boards which (unlike last year) do keep your feet out of the mud, you are constantly avoiding those who have suddenly stopped to greet old acquaintances: "Hylo! Shwmae?" At the centre of it are the pavilions: the main pavilion, where the music competitions and ceremonies like the Crownin' and the Charing take place, the

literary pavilion, the art and crafts pavilion, the technology exhibition, a celebration of Gwynedd and *Sborni Pori* for pop music. In addition, there are hundreds of stands, representing Welsh life from the TV companies to the churches, trade unions, newspapers, publishers, young farmers, campaigners, craftspeople and a Wales-Leotho link where an African visitor is picking up some words of the language. The CEGB sits down with Welsh CND and Cynghrair Gwrth-Niwelwr Cymru. There is a tent where learners can have a cup of tea, chat and watch a video which keeps breaking down.

Especially for the young, it is about

participation: poetry recitations, school choirs, youth orchestras, the Urdd Gobaith Cymru (Welsh youth league) suggest the activity that goes on round the year to culminate, for some on the Eisteddfod field. In the art and crafts pavilion, as well as the paintings, there are the winners of competitions for A and O level entrants in art, design and home economics, for knitting, for architecture, sculpture and a design for a commemorative plaque. On Thursday, after the Charing of the Bard, they publish the book of adjudications and winning poems, which is then hawked around the field. It sells. A Welsh poet may speak to a small audience, but one that listens. Near the end of the week, I was unable to find a copy of Margrid Roberts's collection of stories: *Stra'n Llwyd y Ga'i*, which won the prose medal.

For the teachers, scholars, poets and preachers who are its traditional patrons, this illustration of the Welsh language in its great festival is also its defence. Proceeding, fully robed, through the main pavilion, the members of the Gursedd wear expressions of faint unease, like kids in a nativity play. The local school children perform their dance for the chaired bard and, in 10 years' time, will probably be joining the young people on the Eisteddfod campsite or in the Porthmadoc pubs, wearing funny hats and naturalising such un-Bardic swear-words as *blwyd* and *fyddin*. They tend to boycott the ceremonies and take out their paint and banners.

Eisteddfod or not, even a tourist can recognize that the language is vital to the social and cultural exchanges that take place here. Without it, this part of the world would be an empty house, just for looking at, like the Italianate follies of Portmeirion, a little way down the coast. Portmadoc, for all its lovespoons and Celtic fudge, is a typical British seaside town: wine bar, Indian restaurant, Chinese take-away, Boston grill (burgers, chicken pie and chips). It would make a *blwyd* marvellous holiday home, but no one would want to live here if that was all there was.

Along the Cambrian Coast railway, southwards across the Mawddach Estuary, then eastwards to Shropshire, the sound of the language soon goes. It is easy, from London, to dismiss as a simple matter of choice: "if they want to speak it, let them." Just after the election, *ITN* (June 17) reported the demonstration that began in Cardiff: "he, of course, could not understand the protests, which were shouted in Welsh." Who cares what the Welsh have to say unless, of course, they say it in English?

## PAPER BACKS

Marvellous sequential memoirs with more packed into 214 pages than most novels manage, Norman Lewis's *Jackdaw Caka* (Penguin £3.95) still tells us less about himself than his second novel, his classic *Naples '44*. However, his recollections of others and his vivid adventures around the world make up for such omission. Jackdaw Caka? A cake baked for Jackdaw. Emotional convergence in a Welsh cottage enables Alice Thomas Ellis's protagonist in *Unexplained Laughter* (Penguin £2.95) to parade the author's bitter-sweet wit and impeccable control of language to an effect that should (in 1985) have taken every literary prize going.

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Barry Cole

## Dance

## Fine lines

John James on the end of term shows



rapher Raymond Stevenson, was a brilliant choice for young dancers showing (like *Free At Last*) how well dance can express social concerns. Its picture of young drug-addicts used exciting and unusual film, combinations of leaps and turns in a dazzling *pas de six*, clearly demonstrated the company's strength in partnering and controlled landing. Christopher Bruce's *Dancing Day* was danced with charm and assurance, wonderful plasticity and light jumps. Richard Wherlock's *Sax Dance*, while prior-busy, provided inventive fun for six young dancers who danced brilliantly in solos.

and ensembles - especially in the *Rule Britannia* variation for all six at the end. Glenn Wilkinson shone in all three ballets, a gifted technician with a charming personality. Second year Lee Boggs is a dancer to watch, as is third year Keith Chamberlain.

The Central School of Ballet's performance was disappointing. Untidy feet, tea-cup fingers (worst among the male dancers), broken line and unsteady turns to terre and en l'air spoiled extracts from *Coppelia* and *Les Preludes*. Philip Hargrave-Smith was the best of the men with a potential beyond his stage technical progress.

## Radio Cue owl

Just occasionally there escapes onto the airwaves a genuinely audacious programme. One such was last Tuesday's documentary *Ruthless Adventure - the Lives of L. Ron Hubbard* (Radio 4). Lives rather than life because this best-selling science fiction writer, self-published and inventor of Scientology claimed to have died a couple of times (apart from his apparently final departure in 1985). During one of his deaths he had a revelation of (according to his literary agent) "an intellectual smorgashord".

Hubbard and Scientology have had some fairly hostile attacks in their time. This programme set out to question whether he was not so much a manipulative charlatan but more a misunderstood and brilliant innovator. In his defence we heard how he had both worked for and been investigated by the FBI, how he considered himself satanist Alastor Crowley's "magical son" (Cue owl in the background) and heard someone who seemed to have known him well describe him as "a petulant asshole".

With a narrative sprinkled with such phrases as "My every instinct as a journalist" (this) could mean only one thing (when many possibilities spring to mind) and "Sometimes it's necessary to suspend one's disbelief", one kept on wondering if this was a brilliantly executed leg-pull by School Radio's executive producer, Graham Tatar. The conclusion gave nothing away except a debating point: "He (Hubbard) was a man who was amoral... but aren't all geniuses?"

David Self

## Father of gravity

The Newton Handbook. By Derek Gjersten.  
Routledge & Kegan Paul £25.00. 0 7102 0279 2

This comprehensive survey of Newton's manifold interests and works should for a long time remain the authoritative reference work and guide. It is admirably set out, entries following one another in alphabetical order. A table of 119 of Newton's more important works, concerning which the compiler writes that though "the list is far from complete, it is doubtful... if anything of any great significance has been omitted", and a bibliography complete what, though relatively small in format must be acknowledged to have been a monumental labour.

Such a compilation has long been wanted, especially so far as concerns laymen. Newton is a name as familiar to educated people everywhere as is the knowledge that he first put forward the idea of the law of gravity. Most people also will have heard of the falling apple that supposedly did for Newton what, according to Pope, Newton did for Nature and Nature's laws. But that is virtually all. Some few may have heard of Newton's *Principia*, but of these, even fewer can have the remotest notion of what this is. Nearly 90 pages are devoted to the *Principia*.

Pierre Watter

## CHILDREN'S LITERATURE

The Poker-faced Princess. By Gwyneth Vacher.  
Hodder & Stoughton £5.95. 0 340 40297 0  
King Dicky Bird and the Bossy Princess. By Dorothy Edwards.  
Methuen £5.95. 0 414 96100 2.

At first sight this may seem another outbreak of the rash of powerful princess stories dominating the main stream. Last year we had the tough one, the wrestling one, the Karate one and the one called *Smartypants* - all worthy descendants of J.K. Rowling's *Princesses*, who started the whole trend. So many in fact that Nancy Chambers, in *The Signal Selection of Children's Books* 1986, suggests it's time for a close season on role-reversal royals.

But you won't find any here. Gwyneth Vacher's story is a traditional one - that of the princess who can smile. The theme is so common that it must have a motif-number in the *Arne-Thompson* folktale index. But the conventional resolution sees the princess laugh at some absurd situation which a prince and penniless lord has inadvertently got himself into. Gwyneth Vacher adds another motif

by having Princess Kushtu go off on a quest with the stable boy. They are in search of her sense of humour, which has been stolen by a slightly fairy, thus bringing in another strand, most familiar from *Sleeping Beauty*.

The geography and fauna are just as patchwork. There is a desert, an armadillo, an elephant and camels. The story goes on a bit too long for its matter and I do wonder how many primary children would understand the title, but it is very readable for all that.

So of course is anything by the late Dorothy Edwards. But I suspect that this manuscript was found in the bottom drawer of that much-loved lady and thought to be suitable for the current trend. It isn't really anything to do with it. The bossy princess says she wants a career but is quite happy in the end just to be married. The plot owes a lot to *The Taming of the Shrew*. The princess is made to tough it on a survival course in humiliation by her beggar-husband, who is of course a handsome king in disguise.

There must be a lot of girls waiting for foolish husbands to cast off their disguises so that they can Live Happily Ever After. That's one of the reasons so many writers did decide at the same time, that princesses needed a rapid course of consciousness-raising.

Mary Hoffman

Mary Hoffman is the author of the *Princesses* series.



## Face the music

Philippa Davidson on the work of the National Centre for Orchestral Studies

chairman of the Philharmonia Orchestra. "The problem for a younger student with ambition is that the music profession offers no career structure... The academically gifted may find the narrow world of the orchestra unacceptable. (Students with university degrees are accepted on the course, but are, he says, sometimes insufficiently proficient on their instruments.) "Those at music colleges may have already started earning and don't want to give up the contacts... Quite simply, we have got to start attracting the best players into our orchestras. Anyone who sees a year at NCOS as a way of 'getting out of the rain' is discouraged. Young people, says Tchaikovsky, are not prepared for the discipline of an orchestra... for the 'tyranny' of the conductor. "We teach them to take responsibility for the audience, play music they don't want to play and sit next to people they don't

like... and, of course, to play jazz and light music as well as classical, because that's what being an orchestral musician means these days."

Once students have started the course they are not allowed to absent without a good reason. What would Simon Rattle (for any of the other eminent conductors or coaches engaged to work with the orchestra) say if he turned up to a rehearsal and half the wind section missing?

Seventy-five places are available each year. An average violinist, for example, may well stand a better chance of acceptance than a more competent player on a more popular instrument. Basil Tchaikovsky is impatient with the "pursuit of excellence" debate going on in the colleges at the moment. "Out of the 50 or so violinists who apply for 30 places here you would be lucky to find more than one or two who were really excellent." The Centre takes only what it needs and will re-advertise if it doesn't get players of the required standard.

Is this a snipe at the conservatoires? Tchaikovsky says there is no conflict on educational grounds. "Technical standards are higher than ever, but inexperienced performers do tend to play their instruments rather than to play music... Half the people at music colleges should be there, but the colleges have to keep up their numbers. That's what all this fuss at the Academy is about. Numbers are determined by economic pressures rather than by musical ones."

For further details write to the National Centre for Orchestral Studies, 21 St James, New Cross, London SE 14.

## Passions

Blood Wedding. By Federico Garcia Lorca. Salford College of Technology. The Rebels of Gas Street. By Jan Needle. Peel Moat Comprehensive School, Stockport. The Wizard of Oz. Moss Park Junior School, Stretford, Manchester.

A chance to perform with the rhythms of Lorca's poetic-political plays, even in translation, at the age of 17, is one of the privileges offered by the advanced study of drama. Students at Salford College of Technology had studied the text of *Blood Wedding* for some time before speedily preparing a production under the direction of lecturer Roland Metcalf. Performances captured the dry heat of Spain and the tedium of daily labour. Justine Smith was excellent as the serving woman and Tim Joyce's white-faced Moon was an outstanding conception.

The actors who dealt with the heart of the play, the passion and the family politics, were dealing with a weight of emotion which is so alien from the prescribed patterns of life in the North of England, that it was almost impossible for them to convey it. The expressed purpose of the production had less to do with polished performance than with exposure for apprentice theatre practitioners. From that point of view, at least, it was a notable end of term treat.

When Viv Gardner, lecturer in

drama at Manchester University, persuaded the children's writer Jan Needle to write a play for her CSE class. *The Rebels of Gas Street* is now published by Collins and provides a script for younger secondary children. It was the subject of the last performance at Peel Moat School before the premises are transformed into a sixth form college.

The school strikes of 1911 are the setting for a picture of contrasts between working-class and middle-class families. Thelma Walker's lively production did not dwell on the simple political arguments in the play, but concentrated on celebration and co-operation. The young people were able to use or exaggerate their natural dialect in a dialogue that makes but use of the rhythms of ordinary conversation.

The headmaster at Moss Park Junior School, Robert Green, guided the skills of all of his staff, including the caretaker, for a version of *The Wizard of Oz* performed by fourth-year pupils. A traditional rectangular school hall was magnificently transformed into a theatrical space reminiscent of ancient times. In the round, but with a raised and decorated stage on one side and a smaller platform on the other, from which, with clever lighting, the wicked witch could fade and vanish again. The script was disappointing, however. When the play sparked, it was in moments which had been devised in rehearsal and rarely had any connection with the story. I wondered why they bothered with the Oz connection and why, in such a committed environment, there isn't a queue of writers at Mr Green's door.

Judy Meeween

## Mysteries

Coventry Mystery Plays. Belgrade Theatre Company, Coventry. The White Devil. ETP Theatre Company, Coventry.

Red sandstone walls and arches, the remains of Coventry's bombed, medieval cathedral enclose a space which is both playing area and auditorium for Rob Bebbington's open-air production of the Mystery Plays. In composite script by Keith Miles which includes original Coventry texts.

The action moves swiftly between four steeply-raked stages and one small, central platform, with dialogue often tossed across the intervening space creating a sense of distance - between the Angel Gabriel and the shepherds, for instance, or the people shouting to Pilate for Jesus' death. The audience forms a natural press of people, moving aside to allow journeys and processions from one location to another or gathering shoulder to shoulder, faces upturned, to witness events.

Excitement, and a sense of violence beneath the surface of a polyglot, middle-Eastern society are generated by the production, with casting and costumes emphasizing the many races, colours and beliefs thrown together in the process of kingdoms and empires being forged. Into this mix comes a mass of extraordinary powers and be-

liefs, and in the simple narrative style of these plays we feel his shaking established rulers and challenging traditional customs.

Seething, intriguing, violent, too, are the princely courts of Renaissance Italy as depicted in John Webster's *The White Devil*. The later, more sophisticated play shares with its medieval forbear a powerful, dramatic pace and a vivid use of language, as the ETP Company deliver Webster's lucid good sense while noting the none of their richly metaphorical poetry.

The visual austerity of the production - a bare, brightly lit, stage framed by the walls and vaulted roof beams of the 14th-century, Whitefriars' building - sets off the embroidered quality of the language and the emotional intensity of this drama of betrayal and revenge.

The delineation of the main characters is sharp and clear with a smoothly manipulative Cardinal from James Vaughan and a Medici Duke from Anthony Bunsee) of confident arrogance. The strong physicality of the structure between Brexiano and Vittoria needs to be more than a backdrop but the use of physical mimicry in Keith Woodcock's portrayal of Flamino adds to this character's repulsive attraction.

Director Dave Bond has threaded a clear path through the complexities of Webster's plot using music, lighting and simple effects to turn the dramatic scenes into dream-like sequences in which pent-up emotions find their full expression.

Ann FitzGerald

## Stage craft

Great Eastern Stage Summer School. Trinity Arts Centre, Gainsborough.

For the past four weeks 60 young people have spent nearly every waking hour inside Trinity Arts Centre, Gainsborough, taking part in the third Great Eastern Stage summer school. Aspects of their work resulted in a production of *Gormenghast* at the Theatre Royal, Lincoln. Director Ian McKean wanted to provide a broad drama training, so classes were not aimed at extending the students' range. The timetable was demanding: a one-hour movement session followed by two one and a half hour periods run by members of the company of visiting tutors. Then from 2.30 until 5.00 they worked on the production. The students, who had been released from their Lincolnshire schools for the final two weeks of term, didn't mind the workload too heavily.

been at work improvising, designing and making worlds past and future, including an ingenious pulley-operated time machine (maybe drama can sneak into the National Curriculum under technology). The company are now preparing a community play for performance in August 1988. Adults and young people are wanted for all synopses of stagecraft and performance. The theme will be survival in the forest past and present. For more information, contact (by end of September) Amanda Hibbert at Forest Forge, Ringwood Comprehensive School, Manor Road, Ringwood, Hampshire. Tel: Ringwood 470188.

Timothy Ramsden

I'd have stayed all night if it were possible.

On the stage the students at a dance class in the first week walked round holding and releasing the tension through their spines. Like dolls on strings they'd collapse, fold and stretch. The quality of the production's strength is in the way the students have taken the not yet theatrical, but most of them. But the concentration is. Upstairs the other concentration is a different kind of concentration: as they explore and improvise, the emphasis is on the mental work, what is going on behind the words.

About one in ten opted to work on the technical side. Every aspect of *Gormenghast*, from the publicity to the lighting was the students' responsibility.

The play is an adaptation of the first two novels of John Galsworthy's *The Forsyte Saga*. It is a series of short scenes, imaginative stagecraft and the realism of the cast made it an entertaining show, but it was the way the students worked on the stage that will have the lasting effect.

Nick Wood

## Networking

In the post-A level scramble, computer databases bring information to prospective students. Jean Sargeant reports

A friend described my dishwasher as an expensive fax. At first glance, TTNS (The Times Network Systems) may appear to fall into a similar category. After all, it doesn't education already have enough demands on its limited resources?

In reality, it isn't too difficult to arrive at the starting line; a telephone and a microcomputer put schools in touch. Then, once braced for a bigger phone bill and having paid £192 to cover the cost of the modem and the software (subsidized by commercial sponsors), they're off - linked up to what TTNS describes as the world's first national computer network dedicated to the needs of education.

TTNS does indeed offer participating institutions a variety of services: an information database, local news, an electronic mail service, a directory and a noticeboard. All sounds ripping. L.E.A.s and headteachers can jump for joy at streamlined administration; teachers are offered new services - for example, language teachers can print out the latest news in French or German; pupils can write letters instantly delivered to pen pals in foreign parts, or develop a real newspaper with real news, courtesy of the TTNS news agency. Clearly, this service, though not indispensable, is useful to education. The further development of its "clearing" systems bears witness to this trend.

The frantic post-A level period is well known to parents, teachers and pupils alike. The main purpose of clearing is to allow those applicants not

holding a confirmed offer of a place at a polytechnic or university to be considered for any remaining vacancies. Naturally these vacancies arise in late August and September, largely because some applicants holding offers conditional on exam results fail to meet the conditions when the results are published in the summer. As a result, many schools are left with a surplus of places.

This year TTNS introduces its new UCCA (Universities Central Council on Admissions) database which can be found in the higher education section of the TTNS national database and on ECCTIS (Educational Counselling and Credit Transfer Information Service) through the TTNS gateway. It contains a full and immediate listing of all the courses for which applications will be considered or may be considered by the universities. Like the PCAS (Polytechnics Central Admissions System) TTNS database, which was introduced last year to cater for those applicants not holding a confirmed offer of a place at a polytechnic (a service which will be extended in 1988 to include applications for degree

and Dip HE courses at eight colleges of higher education), it is searchable both by subject and by institution. Moreover, as the information is updated overnight, would-be university or polytechnic students are spared the experience of a wild goose chase for a place that no longer exists. Applicants still have to follow up on the phone, fill in their UCCA card or whatever in the usual way, but at least some of the sweat has gone out of it. Prestel Education is also launching an UCCA database this summer.

From the point of view of UCCA and PCAS, the annual problem is how to get information to those who need it. Electronic means go a long way towards a solution. Schools geared up with TTNS, and offering its clearing service to their pupils, have no problem; and this number is considerable thanks to a Department of Trade and Industry equipment grant.

Individuals, though, whether pupils or parents, are unlikely to have access to the general office (or wherever) that houses the system on the appointed and feared A level results day. The

problems for mature students, who are even less likely to have access to the electronic media, are even greater. UCCA and PCAS fully recognize that not everyone has access to now technology. Both have telephone services to deal with enquiries.

ECCTIS is offering increasingly comprehensive course vacancy information across the spectrum of further and higher education. It includes UCCA, PCAS, the Graduate Teacher Training Registry (GTRR) and the Advanced Further Education Information Service (AFEIS) which covers a range of other courses at polytechnics and colleges. This service can be accessed via TTNS or Prestel Education (as can Polytel, run by Middlesex Poly on behalf of the Committee of Directors of Polytechnics). A subscription is, of course, needed.

This is all jolly confusing. Indeed, it is symptomatic of the way forward technology has developed that there are so many different databases and so many different ways of accessing them. Basically, the clearing information is

the same, but as the databases have developed independently there are some differences: some are more comprehensive or easier to access than others. Polytel, for example, as a vicarious service is not easily accessible.

Of course, systems like ECCTIS and TTNS are in the main offering different, and in many respects, complementary services. The relevant TTNS database is a relatively small part of the whole system, and ECCTIS offers many services in addition to vacancy information. Even so, it would be foolish to deny that there is an element of overlap. Indeed, it is interesting to speculate where, and how exclusively, electronic clearing might have developed had the funding of ECCTIS (which has now moved from being a DES development project to becoming a fully operational national service) been more secure.

For many of us, who think back to transitions and even valves, the potential of information technology is not only hard to grasp, it requires coming to terms with new skills. It is unlikely that someone would acquire TTNS for its help with A level student clearing arrangements alone. And yet, clearing in this way illustrates how, gradually, we are taking advantage today of what tomorrow offers. At the moment access is limited - and we can muddle along without it. With it, candidates will still have some work to do, but at least IT removes much of the initial hassle. TTNS has the advantage of having proved its worth... just like my dishwasher.

## You are what you eat

Barbara Sargeant looks at food and nutrition teaching aids

Exotic Fruit. Basic Microwave Cooking - Part 1. Basic Microwave Cooking - Part 2. Slide/tape programmes with teaching aids. Each £24.95 + VAT; available on VHS or Beta cassettes, £29.95 + VAT. Durven Audio Visual, Durven House, Theobalds Park Road, Enfield, Middx EN2 9BJ.

In *Exotic Fruit* the information in the booklet is presented in a concise and useful. The slides are clear and helpful. I do wonder why a teacher wouldn't be using an actual cooker in the classroom, but if a cooker isn't available, perhaps an audio visual aid is the next best thing.

It would be useful for student centred learning, for revision or for catching up with the rest of the class after absence. It is suitable for use in CPVE, GCSE and first year college courses. If the commentary were a little less simplistic in presentation, the package would be much more useful. It isn't so much what is said but the manner in



which it is delivered which I found irritating. I think this limits its use, and would not recommend it for a group of adults. The slides were most helpful and could certainly be used with the teacher giving the talk.

One perhaps pedantic point: the instrument is a microwave cooker, not a microwave. *Basic Microwave Cooking - Part 2* considers examples of foods suitable to be cooked in the microwave cooker. Again, the script is useful and accurate. It is unwise in a general discussion to give cooking times, but there are some very good ideas in the commentary. The length of the second set of slides seems to be much more acceptable, there being 25 as opposed to 46 in the first part. The photographs are of high quality and are clear. This would be a useful presentation to accompany

a demonstration. There is, unfortunately, a hint of naivety in the presentation of the cassette tape.

The slides in the *Exotic Fruit* set are really good. It is in presenting something like "exotic fruit" that I am very willing to agree that the cassette tape and slides are most useful. In many classrooms in provincial towns and villages up and down the country it is impossible to buy all the various fruits, particularly when they are out of season. And when they are available they are often quite expensive.

The first 12 slides are of a general nature with a dictionary definition followed by notes on the nutritional composition of fruit which includes mention of fibre content, but very soon the slides show examples of fruits, many of which are truly exotic. This is a most useful audio visual aid.

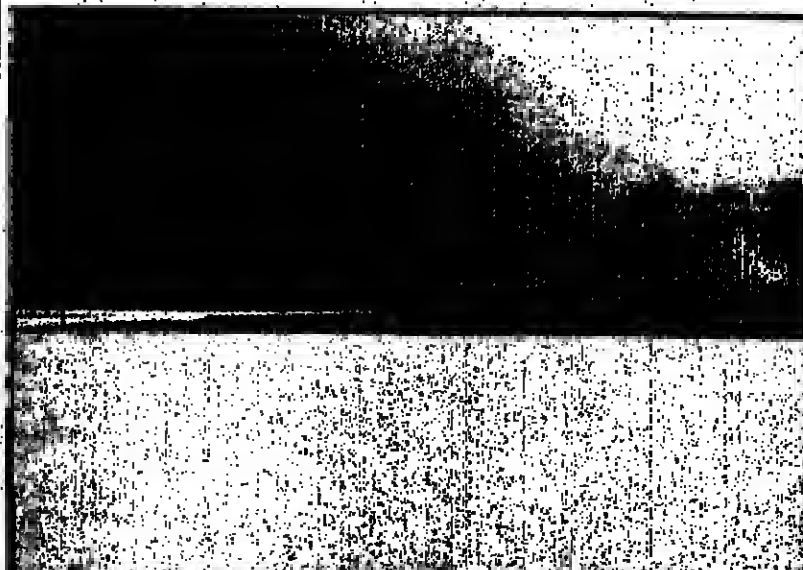
## National treasures

Know Your National Parks Resource pack, £5.50. Council for National Parks, 45 Shelton Street, London WC2H 9JH. The National Trust: An Educational Guide to Houses, Gardens and Countryside in Hampshire, Isle of Wight, Surrey, West Sussex £2.95. National Trust, Polesden Lacey, Dorking, Surrey RH5 6BD.

Wordsworth thought the Lake District should become "A sort of national property in which every man has a right and interest who has an eye to perceive and a heart to enjoy". Whether the national parks, 9 per cent of the land area of England and Wales, containing much of the most beautiful scenery, but almost without any legal protection, would fulfil his vision, is debatable. But the Lake District is fit there, with Exmoor, Dartmoor, Brecon, the Pembrokeshire coast, the Yorkshire Dales, Snowdonia, the Peak District, Northumberland and the North Yorkshire Moors, designated as National Parks in the 1950s.

As the Council for National Parks' pack makes clear, conservation has all too readily made way for local and national business interests in the national parks. It is only in recent years that pressures against afforestation with conifers, insensitive mining, nuclear waste dumping, road-building and intensive farming have had any significant effect, and the new road being built to bypass Okehampton in Dartmoor, for example, signals a failure for those who attempt to make the designation of "National Parks" have any meaning.

Victoria Neumark



Finals over, what are the prospects for the thousands of music students emerging from polytechnics, universities and conservatoires each year? For conservatoire students the dilemma may be greater than for those who opted for a broader degree course. Music colleges, increasingly, are streamlining their courses to train performers for chamber and solo work. Yet the most likely source of employment for the majority will be within the ranks of an orchestra. And it is the would-be orchestral players who may well be the least prepared for what they find in the outside world.

The National Centre for Orchestral Studies, founded in 1979 and funded by the BBC, IBA, Musicians' Union and the independent television companies, is unique among institutions of higher education. With its administrative headquarters housed in a cramped annex of Goldsmiths' College, South London, it is urgently in need of new premises and negotiations are under way for a new home in Blackheath. At the end of the nine-month postgraduate course students receive a University of London diploma from Goldsmiths' College. But that is where any similarity to a university or conservatoire ends. An NCOS student is a full-time member of an orchestra. The course is described by its director Basil Tchaikovsky as "a first year in the profession".

Basil Tchaikovsky is well placed to know the stresses of the music business having been in it since the age of 17 as a clarinetist with all the major orchestras, a Royal College professor and

## Cultural exchange

In *Floating Islands*, a book that has long been the bible of the international experimental theatre, Eugenio Barba describes the ideal conditions of cultural exchange. He imagines two tribes who meet on the bank of a river. Each performs its dances or its songs for the other. The cultural identity of both sides is acknowledged and preserved. At the end, a transaction has taken place which has cost nothing, but which has left both sides enriched. Such idealism was strong in the air at Stratford-on-Avon last week, as the first-ever session of the European Youth Theatre Encounter drew towards its remarkable final stages.

One hundred and ninety young people from thirteen nations gathered together to celebrate what director Hugh Lovegrove called "the processors of good communication". In practical terms this meant living together for three weeks and sharing a common project to go out into the local community and bring back the ideas they found there, so that they could serve as the raw material for a series of intensive workshop improvisation, culminating in a day of public performances at the RSC's Swan Theatre in Stratford. The project, which took three years to plan, was an astounding success. With the clarity, energy and frankness that only the young seem capable of generating, language barriers were transcended. Stratford and the surrounding areas were subjected to an intense (and often critical) scrutiny, and a new lingua franca was fashioned out of a pool of theatrical skills that came from all corners of Europe.

The idea for the project, said Hugh Lovegrove who took what he wryly calls early retirement from his post as



Working theatre in the streets

senior drama inspector for Essex in 1984 to concentrate on organizing the programme, came from a report by the Council of Europe which identified the vital importance of involving young people actively in cultural exchanges. "We realized that exchanging cultural products was not the most effective way of tapping useful sources. The processes of drama matter much more than the product, where young people are concerned. The business of putting on a play may come later. But the real educational value is found in the experience of living together and working together."

Leading the project was a team of animators - two from each participating country - who met together for a three-day crash course under the direction of Richard Finch, head of the Parnham drama centre in Hampshire. "Our task was to 'live through' a microcosm of the whole structure in a

very short space of time", he said. "We had to wold ourselves to a team; work out the philosophical foundations of the approach and find common working methods before the young people arrived. As it happened, we need not have worried. Within the hour of arriving the young people themselves had taken things over and were running their own international marketplace. It's been that way every since."

Twenty-year-old Sabine Murer from Zurich talked about the first image she had formed of Stratford. "I saw a bus full of tourists," she said. "They were being taken to see the Shakespeare sites. They all looked to the left, then all looked to the right, in a kind of dance." It was for images, she was bound to find its place in the final performance at the Swan.

Barry Russell

## Home work

Forest Forge was founded in 1981 and has developed as a community theatre serving Hampshire and East Dorset. Particularly noted for work with mentally handicapped people, they also undertake TIE programmes, as well as a team based in a comprehensive school.

This year's programme, for top juniors, concerns homelessness. *Hardly Housing* starts with a warm-up then a performance, geared to make children consider the impact of losing a home. The play is a cross between a family of the prosperous South (a

struck by redundancy. Tempers flare as they subside first in a relative's caravan then local authority bed and breakfast accommodation, with the hope of a housing association flat.

During the afternoon session the class portray their homeless families, each with their own claim on the same flat. Finally, one group has to decide who should have the property.

The careful organization of this programme is reflected in Forest Forge's growing popularity: the 1987 pantomime tour (Hans Andersen's *The Nightingale*) is fully sold for its 48 venue tour, which includes some two dozen schools. Meanwhile, a summer workshop programme, *The Travellers*, is underway. A small group of 10 to 14-year-olds have

been at work improvising, designing and making worlds past and future, including an ingenious pulley-operated time machine (maybe drama can sneak into the National Curriculum under technology).

The company are now preparing a community play for performance in August 1988. Adults and young people are wanted for all synopses of stagecraft and performance. The theme will be survival in the forest past and present. For more information, contact (by end of September) Amanda Hibbert at Forest Forge, Ringwood Comprehensive School, Manor Road, Ringwood, Hampshire. Tel: Ringwood 470188.

Timothy Ramsden



## MEDIA

# Eastern promise

**CONTINUING EDUCATION**  
Network East  
BBC2  
Saturdays, 2.20pm; repeated Sundays  
11pm on BBC1

Network East is three weeks old; judging by its early broadcasts it should develop into a mature series. This 40-minute weekend magazine programme for the Asian community in London is the result of the BBC's rethink on Asian-oriented programming and though overall airtime appears to have been cut, quality and relevance have been improved.

Replacing the mid-week housewives' *Gharbar* slot and the melange of news and culture at the weekend, *Network East* takes a popular current affairs and investigative stance. While picking up headline issues on the one hand *NE* also focuses on the youthful interests of its audience. There was an interview with Imran Khan, the Pakistani cricketer, "Bombay Bear" took a look at fashion in that city - the girls were as svelte as those on a London catwalk - and there was a video of the latest Indian film song.

But young presenter Samantha Menh could only manage a stilted pronouncement of the names of the top Indian videos, sharply highlighting for this reviewer the predicament, particularly for the young, of the Asian in Britain, straddling two cultures and perhaps belonging to neither. This dilemma appeared in the report on elderly Asian parents in the extended family who are ill-treated by their married children. The joint family (as we call it in India) can have an amplitude and strength, but within the confines of western society it can become oppressive. Perpetrator-battering is becoming more frequent among Asian families as unemployment, inadequate housing, and other difficulties place pressure on the struggling family. Filled with demands and the parents suffer. What the programme did not examine was the role of the daughter-in-law in the family: she has been traditionally submissive and attentive, but as one of the older women said, they now go out to work and have less time for the parents in law.

The political crises of the sub-continent are always mirrored in Britain. *Network East* tackled Sri Lanka in a discussion with representatives of Tamil and Sinhala communities here. It also featured an interview with Keith Vaz, the first Asian MP (for Leicester East) in over 50 years. Both he and Benazir Bhutto (interviewed the week before) provided evidence of the politician's gift for adroit sidestepping. Mr Vaz when he was asked whether he would continue to press for black sections and Miss Bhutto on why her party had failed to gather enough momentum to oust President Zia in Pakistan. Both interviews were knowledgeably conducted, but the presenters need to develop some muscle.

The weekend programme will celebrate the fortieth anniversary of India's and Pakistan's independence, looking back at events and showing them reflected in the work of 69-year-old Indian photographer Sunil Janah.

Uma Ram Nath



# Film rites

Hugh David sees how young people see themselves

**It's Our World**  
Channel 4  
Fridays, 8.15pm from today

Two years ago, down-page articles in newspapers such as this announced that Channel 4 was searching for groups of young people interested in developing dramas based on their experience of life. Producers Ken Howard and Gareth Wardell had persuaded the company to link up with stations across the world and give the youngsters a more or less free hand. Both had considerable experience of youth drama, but neither was really prepared for what happened next. Not only were they deluged with letters, scripts and ideas - they received more than 500 from the UK alone - the range of the proposals was far broader than they had expected. "We thought we'd get a lot of angry, political stuff about unemployment," says Howard. "We did, but actually not nearly as much as we thought we would. Some of the most interesting ideas didn't

even mention it. They were downright funny rather than angry."

A short-list was drawn up and Howard and Wardell began criss-crossing the country, attending rehearsals, advising, and finally selecting the four British plays which would be included in the first series.

*It's Our World*, which begins tonight, mixes these - one each from England, Wales, Scotland and Ireland - with productions from Israel and Japan. The series title continues to be both wise and a little, a cross between one of those personalized quiz shows (Bob's this, Larry Grayson's that) and the drunk's insistence that Glasgow belongs to him, but don't let that put you off. Though they vary in style, content and to some extent in competence, all six plays are compulsively watchable.

Indeed this evening's episode, *Debs*, is little short of a delight. Devised and acted by members of the Dublin Youth Theatre, it has nothing to do with the society girls who used to curtsy at Buckingham Palace. Far more interestingly, it focuses on the elaborate

dinner-dances which mark the young Dubliner's rite of passage from childhood to maturity.

It is a cross between William Trevor's *Ballroom of Romance* and the view of college life which Hollywood used to peddle in the 1950s. The boys all wear hired evening suits, and both the girls' dresses and hairstyles seem slightly too big for them. Romance is in the air, but so are the beady fumes of Guinness; and the thro dawn light reveals more than one broken heart lying in the Dublin gutters.

Well-acted, and shot through with a wry comedy, the play is an eloquent statement of what can be achieved by a youth drama group confronted with that apparently simple instruction to Be Yourself. So, too, are most of the other offerings, although Wolverhampton's *Central Youth Theatre* have possibly taken things too literally. Their play, *It's Good 'Ere Innit?* (September 11), about young people's demands to have more of a say in the town carnival, is now all the more topical since the group itself is fighting

for survival, having been evicted from its headquarters by the local council.

Best of the rest: next week's film, *E.K. Okay?* is from Scotland. The broadest comedy in the series, it follows some of the competitors in a charity fun-run. The humour is of the television sit-com variety (with odd Pythonesque interludes), but neither the pace nor the actors' belief in themselves ever flags.

More down-beat, both the Welsh and Japanese plays have been made in the native languages of their creators. The former, full of dash and bravado, boasts some of the best acting in the series, while the latter (a sensitive study of the tensions in a Japanese fishing family).

Despite (or possibly because of) the subtleties and inevitable cultural differences, this latter play probably best exemplifies the value of the whole series. The problems and preoccupations of the young-Japanese emerge as eerily similar to those of their peers in this country. Maybe that title, *It's Our World* is not so inappropriate after all.

# Individuals

Robin Buss watches three people leave the hostel for the community

**Another Way of Life**  
Channel 4  
Fridays, Aug. 7, 21 and 28, 10.30pm

This series of three documentaries looks at the experiences of a small group of people with mental handicap and examines the issues raised by the policy of attempting to integrate them with the community. The films are made largely without comment, in *cinéma vérité* style, and record more than a year in the lives of two men and a woman during and after their move away from the shelter of Ivy House for independent life sharing a small flat in Haverford. Most of all, perhaps, they emphasize that people with handicaps are individuals, needing to be treated as such, and that moving them into the community is something to be considered for their benefit, and not as an economic alternative to long-term care in hospitals and other institutions.

We see David, Michael and Pat during their final weeks in the hostel and the

preparations for their move. The absence of commentary may make the early part slightly confusing, but the style helps us to consider the subjects of the film as people, rather than as medical cases. We soon realize the importance of lessons in coping with cooking, washing, shopping and handling money. For all handicapped people, successfully accomplishing everyday tasks gives a sense of achievement; and we begin to sympathize with their frustration when they fail. "We clean our face, nice and shiny, like a lady's bottom," says David. But despite his affectionate personality and sense of humour, he does not always get on well with Pat, and the clash will be tolerated when they find themselves sharing

a home. Training in relationships is part of the preparation, developed through role-play and drama. The three of them must learn to work as a team and need constant sympathetic support, not only from social workers, but also from the community in which they will live. One of the aims of the series, according to director Simon Heaven, is to point out this implication of the policy and, to a rare comment at the end of the first film, a social worker mentions that no help was given by the social services, towards furnishing the flat. A carpet company gave free carpets and other private concerns helped, but clearly "firms aren't going to keep putting their hands in their pockets".

There is a touching moment as the three of them leave Ivy House for their new life. "Don't cry," David tells a new worker at the hostel. Pat visits her new home: "I'm not always going to be about and if I am could stand on her own two feet now..." Everyone is hopeful, no one over-optimistic. There are so many situations which you can't possibly anticipate. The second and third films look at the progress of David, Michael and Pat, and develop the story of how various problems are different from theirs and may call for a different approach.

(The films can be recorded off air for educational purposes by those with a licence to do so, and will eventually be available on video. There is also a booklet to accompany the series, obtainable by sending a stamped addressed envelope plus 24p to Simon Heaven, PO Box 4000, London W3 6XJ; Glasgow G12 9JQ; or Belfast BT2 7TE).

Next week Radio One goes Outward Bound when DJ Simon Mayo and his wife part company for the week. She will experience abseiling and river-crofting by raft, while he undertakes the charity's City Challenge in Leicester where he could find himself working in a hotel for alcoholics or a psychiatric ward. A string of daily bulletins will keep listeners up-to-date on the "before" and "after" documentaries on Sunday August 16 and 23 (3.30pm on Radio One).

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search. But programmes like *Blackadder*, *Filthy Rich* and *Col Fap*, *Top of the Pops* and *The Growing Pains of Adrian Mole*, are among those most likely to be recorded on video for later use. Forty-five per cent of the population now has access to video recorders. Pamela Reiss, who advises BBC programme director Michael Grade on audience research, said, in a digest of her investigation into VCR use in the trade magazine *Media Week*, "I've seen enough to want to know more, particularly about the use of VCRs by young viewers, and about playback habits."

Advertisers and tax and coffee manufacturers could well be alarmed if the trend grows. Nothing annoys them more than the viewers' new capacity to zap through commercials. Of course the theory has always been that new

technology plus deregulation equals more choice for the customer, therefore a more discriminating TV watching public. Another set of statistics published this week adds weight to Europe's favourite satellite TV channel, Sky Channel and Super Channel. Sky's most popular programme is *Championship Wrestling*, and Super Channel's is *The Benny Hill Show*.

In the aftermath period of last month's A-level results, Granada's screening of *Top of the Pops* was a success. *Way* (Tuesday 9.30pm) and *Way* (Wednesday 9.30pm) Tuesday's *Way* programme has filmed reports of a school on results day, and Wednesday's *Way* programme has filmed reports of a school on results day, and Wednesday's *Way* programme has filmed reports of a school on results day.

Application forms are available (see page 3) from the Director of Educational Services (Ref: STAFFING/NO), Mercury House, Mercury Gardens, Romford, RM1 3DR.

Nick Baker

# Classified Advertisements

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Please address classified advertisements to:  
John Ledbrook, The Advertisement Manager,  
The Times Educational Supplement, Priory House,  
St. John's Lane, London EC1M 4BX.  
Classified Advertisement Rates:  
Single Column £2.25 per line (min. 3 lines).  
Classified Display £12.50 per a.c.e. (min. 9.5cm x 2 cols £245.10).  
Box number scales £5.00.  
All rates are exclusive of V.A.T.  
Copy deadline (space permitting) Monday preceding Friday of  
publication.  
Corrections deadline 10.30am Tuesday preceding Friday of  
publication.  
Cancellation deadline 4.30pm Monday preceding Friday of publication.  
All advertisements are published subject to the Terms and Conditions of  
Times Newspapers Ltd. (available on request).

## Primary School Education

**Deputy Headships**  
**Second Masters/  
Mistresses**

**WALSALL**  
METROPOLITAN BOROUGH  
COUNCIL  
EDUCATION  
DEPARTMENT  
DEPUTY HEADTEACHER  
Required as soon as possible  
in primary school. The  
successful candidate will be  
responsible for the day-to-day  
running of the school. The  
post is full time and involves  
a high level of responsibility.  
Applicants should be  
qualified to the level of  
Headteacher and have  
experience of the post.  
Applications should be  
sent to the Director of  
Education, Walsall  
Municipal School, West  
Bromwich, Walsall, West  
Midlands, B71 1QJ.  
Closing date 20th August.  
Walsall is an Equal Opportunity  
Employer. 110012

## Scale 1 Posts

**DORSET**  
ST MARY'S R.C. (JOSHI)  
BARNES WAY, DORCHESTER  
Teacher (Scale 1) required  
from January for 2nd year  
class. Applicants should be  
qualified to the level of  
Headteacher and have  
experience of the post.  
Applications should be  
sent to the Director of  
Education, Walsall  
Municipal School, West  
Bromwich, Walsall, West  
Midlands, B71 1QJ.  
Closing date 20th August.  
Walsall is an Equal Opportunity  
Employer. 110012

**SURREY**  
EDUCATION COMMITTEE  
HATFIELD BOROUGH  
COUNCIL  
MIDDLE SCHOOL  
Required for January 1988  
The successful candidate will be  
responsible for the day-to-day  
running of the school. The  
post is full time and involves  
a high level of responsibility.  
Applicants should be  
qualified to the level of  
Headteacher and have  
experience of the post.  
Applications should be  
sent to the Director of  
Education, Hatfield  
Municipal School, Hatfield,  
Herts, AL9 7JH.  
Closing date 20th August.  
Hatfield is an Equal Opportunity  
Employer. 110022

## WALTHAM FOREST AN EQUAL OPPORTUNITY EMPLOYER

Waltham Forest is a multi-racial area and we are anxious to ensure this is reflected in our workforce. We welcome applications from people of all ethnic origins, age, sex, disability, marital status, sexual orientation, and religion.

**BIRCHDALE NOUX**  
DESIGNATE  
Chinford Road, London E17  
5AA  
Head Mrs. C. Muffett  
Required A.S.E.A.P.  
Business Studies, Scale 3  
(+Outer London Allowance)  
required in this mixed comprehensive school for pupils aged 14-18 years (1800 on roll).  
The successful candidate will be responsible for the day-to-day running of the school. The post is full time and involves a high level of responsibility. Applicants should be qualified to the level of Headteacher and have experience of the post. Applications should be sent to the Director of Education, Waltham Forest Education Committee, Waltham Forest, London E17 5AA. Closing date 20th August. Waltham Forest is an Equal Opportunity Employer. 110022

## Scale 1 Posts

**ENFIELD**  
LONDON BOROUGH OF  
KING MEAD SCHOOL  
Southbury Road, Enfield EN1  
10JH  
Required September 1987  
for Scale 1 to join our  
BURNLEY STUDIOS DEPARTMENT.  
This is an excellent opportunity to make a substantial contribution to a growing department where there is a strong demand for excellent staff.  
Substantial curriculum innovation is taking place throughout the school, including T.V.E.I.  
A mixed age structured atmosphere of the school will ensure the successful applicant will enjoy a positive and satisfying working environment with an active staff association.  
Applications by letter direct to the Headteacher, enclosing a.c.v. and the names and addresses of two referees.  
Closing date 28th August 1987.  
110021 132222

**WILTSHIRE**  
EDUCATION COMMITTEE  
THE RIDGEWAY SCHOOL  
Inverary Road, Wroughton,  
Swindon, Wiltshire SN4  
6OR  
11-18 Co-educational  
Comprehensive School with  
1200 Pupils  
Required for September 1987. An enthusiastic teacher of ECONOMICS, Scale 1 to join a popular department. To C.S.E. level. An opportunity to take an active part in the further development of the school. GCSE is essential. All teachers are expected to participate in professional development courses as an advantage.  
Apply by letter with c.v. enclosing a.c.v. and the names and addresses of two referees. Further details of the school and post are available on request.  
Wiltshire is an equal opportunity employer. 110021 132222

## English

## Scale 1 Posts

**NORFOLK**  
COUNTY COUNCIL  
EDUCATION  
DEPARTMENT  
FAKENHAM HIGH  
SCHOOL  
Wells Road, Fakenham,  
Norfolk NR11 9BP  
Group 11 N.O.N. 1200  
11-18 co-educational  
Required from September 1987. Permanent Teacher of English Scale 1 with a small amount of French.  
Applications by letter to the Headteacher, enclosing a.c.v. and the names and addresses of two referees.  
Closing date 28th August 1987.  
110021 132222

## LONDON BOROUGH OF HAVERING

## PRIMARY TEACHERS

September 1987  
Newly qualified or experienced

If you are well qualified, enthusiastic and looking for a post for September 1987, consider what Havering has to offer you.

Havering is a lively and caring Education Authority serving a population in an area that includes both town and country.

Havering seeks to appoint teachers who want to play an active role in the Education Service it provides.

Havering offers excellent professional support for its teachers at all stages in their career including over 100 in-service courses each term.

Havering releases NEWLY QUALIFIED teachers from their teaching commitments for one morning or afternoon per week to enable them to receive special in-service training as part of the support provided for them by the Authority in their probationary period.

Havering has an Outdoor Pursuits Centre, with residential facilities, within its boundaries as well as over 40 parks and open spaces.

Havering is well placed on the edge of the Essex countryside and yet within easy reach of London and all its facilities to which there is easy access by public transport both road and rail.

London weighting £795 per annum.

Application forms are available (see page 3) from the Director of Educational Services (Ref: STAFFING/NO), Mercury House, Mercury Gardens, Romford, RM1 3DR.



Nick Baker

## Secondary Education

## By Subject Classification

## Art and Design

## Scale 2 Posts and above

**LONDON N16**  
OUR LADY'S CONVENT  
RICHMOND SCHOOL  
10-16, Amhurst Park, London  
N16 6AP  
Required September 1987.  
For this three term entry  
the V.A.A. R.C. school  
(1500) to cover maternity  
leave, acting as a teacher  
to take responsibility for Art,  
throughout the school, to  
C.S.E. and 'A' level.  
Applicants must be in sympathy with the ethos of the school and apply in writing to the Headmaster.  
Two referees. (11630) 131222

**Economics & Business  
Studies**

## Scale 2 Posts and above

**NORTH YORKSHIRE**  
ROBERT HIGH SCHOOL  
Ogden Lane, Harrogate HG5  
1JH  
Required for September 1987.  
11 post-qualified 'ECONOMICS',  
Scale 2, to take responsibility for  
the subject to 'A' level.  
Applicants should be in sympathy with the ethos of the school, provide details of previous teaching experience, together with the names and addresses of two referees.  
Closing date: 24th August 1987. (11030) 132222

## WALTHAM FOREST - AN EQUAL OPPORTUNITY EMPLOYER

Waltham Forest is a multi-racial area and we are anxious to ensure this is reflected in our workforce. We welcome applications from people of all ethnic origins, age, sex, disability, marital status, sexual orientation, and religion.

The Borough has recently reorganised its Secondary Education system to provide 16 High Schools for pupils aged 11-18 and 2 Sixth Form Colleges. The reorganisation began in September 1986 and will be completed in September 1990.

We have vacancies for full-time Teachers in the following subject areas:

**BUSINESS STUDIES** **HOME ECONOMICS** **ENGLISH**  
**MATHEMATICS** **SCIENCE** **PHYSICAL EDUCATION**  
**MODERN LANGUAGES** **MUSIC** **CDT**  
**SPECIAL NEEDS.**

A number of above Scale 1 posts are available according to qualifications and experience, but Newly Qualified Teachers are welcome to apply. (Applicants who have already submitted an application form will be considered). Newly qualified teachers are offered a broad based induction programme which includes:

A reduced teaching commitment  
Regular in-service training  
Comprehensive Advisory Service  
A well resourced Teachers' Centre

To assist in recruitment of teachers in this Authority a playground has been opened for teachers children from 3-6 years of age.

Application form and further details available from:  
Acting Chief Education Officer, Municipal Offices, High Road,  
Leyton, LONDON E15 6JQ.  
Or telephone 01 698 3553 (24 hour answering service).  
Ref: 802.

